36th Annual Report

OF THE

Board of Education

City of Newark, N. J.

1892

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THIRTY-SIXTH ANNUAL REPORT

OF THE

BOARD OF EDUCATION

OF THE CITY OF NEWARK

FOR THE

YEAR 1892.

COMPRISING

THE REPORT OF THE BOARD OF EDUCATION; THE REPORT OF THE CITY SUPERINTENDENT; REFERENCE AND STATISTICAL TABLES; THE RULES OF THE BOARD, AND REGULATIONS FOR THE SCHOOLS.

NEWARK, N. J.:
PRINTING HOUSE OF W. H. SHURTS,
1893.

MAY 13th, 1893.

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PART I.

REPORT OF THE BOARD OF EDUCATION.

By an act of the Legislature passed February 10, 1892, the time for holding the Municipal election was changed from October to April, and the terms of all members of the present Board extended from January to May.

BOARD OF EDUCATION.

1892.

JAMES L. HAYS, *President.*

P. LYNDON BRYCE, *Secretary,*
121 Washington avenue.

ELWOOD I. SHURTS, *Ass't Secretary.*
184 N. Third street.

WILLIAM N. BARRINGER, *City Superintendent,*
1142A Broad street.

*WILLIAM M. FREEMAN, *Superintendent of Erection and Repairs,*
279 South Ninth street.

MEMBERS.

Ward.	*Name.*	*Place of Business.*	*Place of Residence.*
1st	JOHN P. CONTRELL,	Clark Thread Co.	31 Burnet street,
	HENRY J. ANDERSON,	10 Central avenue.	10 Central avenue.
2d	CHARLES HOOD,	Prudential Ins. B'ld'g.	131 Washington st.
	WILLIAM JOHNSON,	Hedenberg Works	19 Orleans street.
3d	SAMUEL H. BALDWIN,	800 Broad street.	608 High street.
	CHARLES M. RUSSELL,	40 Crawford street.	58 Crawford street.
4th	CHAS. F. KRAEMER,	105 Mulberry street.	105 Mulberry street.
	MILES F. QUINN,	16 Mulberry street.	16 Mulberry street.
5th	JOHN H. MANNING,	106 Lafayette street.	106 Lafayette street.
	JAMES P. MCKENNA,	233 N. J. R. R. ave.	107 Bruen street,
6th	JOHN B. OELKERS,	24 & 26 Mechanic st.	49 Stirling street.
	JOHN A. LOFTUS,	50 Rutgers street.	50 Rutgers street.
7th	†PETER O'BRIEN,	55 Colden street.	55 Colden street.
	MATTHEW H. THORNTON,	23 Bruce street.	23 Bruce street.
8th	WM. A. CLARK,	Clark Thread Co.	26 Taylor street.
	JOHN E. JANES,	190 Washington ave.	190 Washingt'n ave.
9th	WM. H. DOBBINS,	940 Broad street.	940 Broad street.
	JOSEPH S. VINSON,	20 Pennington street.	20 Pennington st.
10th	HUGH MCGLYNN,	108 South street.	102 South street.
	JOHN O. HUNT,	249 Walnut street.	283 Walnut street.
11th	‡PETER J. BABCOCK,	194 Broadway, N. Y.	338 Roseville ave.
	EDWARD H. HAMILL,	Prudential Ins. Co.	302 Sixth avenue.
12th	JAMES MULLIN,	N. J. Steel Works.	245 Lafayette street.
	HENRY C. KLEMM,	240 Market street.	163 Lafayette street.
13th	GOTTFRIED JOITHE,	Broad, cor. Poinier.	145 Spruce street.
	GEORGE SAUPE,	77 St. Francis street.	255 Prince street.
14th	L. EUGENE HOLLISTER,	138 Clinton avenue.	138 Clinton avenue.
	JAMES L. HAYS.	749 Broad street.	104 Clinton avenue.
15th	FERDINAND HEICHEMER,	135 Halsey street.	68 Newark street.
	JOSEPH S. SUTPHEN,	200 Orange street.	200 Orange street.

*Died October 23, 1892.
†Died June 25, 1892.
‡Resigned October 28, 1892.

STANDING COMMITTEES.

1892.

FINANCE—Oelkers, Clark, Manning, Saupe, Hood, Quinn, Vinson.

ACCOUNTS—McGlynn, Saupe, O'Brien.

SCHOOL HOUSES—Baldwin, Klemm, Hamill, McKenna, Clark, Joithe, Johnson.

REPAIRS—McKenna, Klemm, Anderson, Thornton, Russell.

HEATING—Joithe, Oelkers, Mullin, Babcock, Heichemer.

TEACHERS—Klemm, Baldwin, McKenna, Contrell, Oelkers, Dobbins, Sutphen.

NORMAL SCHOOL—Hollister, Hunt, Anderson, Johnson, Loftus.

HIGH SCHOOL—Contrell, Baldwin, McGlynn, Dobbins, Kraemer.

EVENING SCHOOLS—Hood, Thornton, Hamill, Mullin, Janes.

COLORED SCHOOL—Kraemer, Heichemer, Mullin, O'Brien, Saupe.

INDUSTRIAL SCHOOLS—Clark, Hunt, Loftus.

TEXT BOOKS, COURSE OF STUDY AND EXAMINATIONS—Dobbins, Hood, Kraemer, Hollister, McGlynn, Janes, Babcock.

FURNITURE AND SUPPLIES—Thornton, Hollister, Manning, Vinson, Russell.

SANITARY REGULATIONS—Anderson, Babcock, Sutphen.

RULES AND LEGISLATION—Manning, Contrell, O'Brien, Heichemer, Quinn.

STATISTICAL RECORD

OF THE

Board of Education of the City of Newark

FOR THE YEARS 1892 AND 1893.

NAMES OF MEMBERS, WITH THE YEARS IN WHICH THEY HAVE SERVED, RESPECTIVELY.

JAMES L. HAYS.....1876-7-8-9-80-1-2-3-4-5-6-7-8-9-90-1-2-3
SAMUEL H. BALDWIN.....1881-2-3-4-5-6-7-8-9-90-1-2*
JOHN P. CONTRELL.....1884-5-9-90-1-2*
HENRY C. KLEMM.....1884 (2¾ mos.)-5-6-7-8-9-90-1-2-3
WILLIAM H. DOBBINS.....1887-8-9-90-1 2*
JAMES P. MCKENNA.....1888-9-90-1-2-3
MATTHEW H. THORNTON.....1888-9-90-1-2-3
JOHN B. OELKERS.....1889-90-1-2*
L. EUGENE HOLLISTER.....1889-90-1-2*
HENRY J. ANDERSON.....1890-1-2-3
CHARLES HOOD.....1891-2*
CHARLES F. KRAEMER.....1891-2*
JOHN H. MANNING.....1891-2*
PETER O'BRIEN.....1891-2 (5 25-30 mos.)
WM. A. CLARK.....1891-2*
HUGH MCGLYNN.....1891-2*
PETER J. BABCOCK.....1891-2 (9 28-31 mos.)
JAMES MULLIN.....1891-2*
GOTTFRIED JOITHE.....1891-2*
FERDINAND HEICHEMER.....1891-2*
WILLIAM JOHNSON.....1892-3
CHARLES M. RUSSELL.....1892-3
MILES F. QUINN.....1892-3
JOHN A. LOFTUS.....1892-3

JOHN E. JANES.....1892-3
JOSEPH S. VINSON.....1892-3
JOHN O. HUNT.....1892-3
EDWARD H. HAMILL.....1892-3
GEORGE SAUPE.....1892-3
JOSEPH S. SUTPHEN.....1892-3
*Term expires May 1, 1893.

PRESIDENTS OF THE BOARD.

STEPHEN CONGAR.....1851-2-3-4
SAMUEL H. PENNINGTON.....1855-6-7-8-9-60-1-2
THOMAS W. DAWSON.....1863-4-5
WILLIAM K. MCDONALD.....1866
FREDERICK W. RICORD.....1867-8-9
EDWIN H. DAWSON.....1870
WILLIAM A. WHITEHEAD.....1871
L. SPENCER GOBLE.....1872-3
SAMUEL A. FARRAND.....1874
ARAM G. SAYRE.....1875
EDWARD L. DOBBINS.....1876-7-8-9-80 (9 mos.)
GEORGE B. SWAIN.....1880 (3 mos.)-1-2-3
EDWARD GOELLER.....1884-1889-90-1
EDMUND L. JOY.....1885-6-7
JAMES L. HAYS.....1888-1892*
*Term expires May 1, 1893.

SECRETARIES OF THE BOARD.

JOHN WHITEHEAD.....1851-2-3
FREDERICK W. RICORD.....1854-5-6-7-8-9-60
GEO. B. SEARS..1860-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7 (8 mos.)
C. ALBERT STONELAKE.....1877 (4 mos.) 8-9-80-1-2-3- (8½ mos.)
GEORGE W. CASE.....1883 (3½ mos.)-4-5-6-7-8-9
P. L. BRYCE.....1890-1-2*
*Term expires May 1, 1893.

CITY SUPERINTENDENTS OF THE PUBLIC SCHOOLS.

STEPHEN CONGAR 1853-4-5-6-7-8-9
G. B. SEARS... 1859-60-1-2-3-4-5-6-7-8-9-70-1-2-3-4-5-6-7 (8 mos.)
W. N. BARRINGER.. 1877(4 mos)–8-9-80-1-2-3-4-5-6-7-8-9-90-1-2*
*Term expires May 1, 1893.

REPORT

OF THE

BOARD OF EDUCATION

TO THE

COMMON COUNCIL.

NEWARK, N. J., Feb. 24th, 1893.

To the Honorable the Common Council of the City of Newark:

GENTLEMEN—In accordance with the requirements of the City Charter and its supplements, the Board of Education respectfully presents the following report for the year 1892:

CURRENT EXPENSES.

RECEIPTS.

STATE.

State Appropriation	$13,350 59	
State Tax	355,682 79	
		$369,033 38

MUNICIPAL.

Balance from 1891	$29,477 28	
Cash deposited with Comptroller	81 07	
Tax Ordinance, 1892	110,850 00	
Interest on Bequest	240 00	
		$140,648 35
		$509,681 73

EXPENDITURES.

STATE.

Teachers' Salaries	$369,033 38	
MUNICIPAL.		
Salaries, Text Books, Repairs, Furniture, Heating, Fuel, etc	$130,453 43	
		$499,486 81
Balance		$10,194 92

EXPENDITURES IN DETAIL.

STATE

	APPROPRIATIONS.	EXPENDITURES.
Teachers' Salaries—Day	$354,033 38	$354,033 38
Teachers' Salaries—Evening	15,000 00	15,000 00
	$369,033 38	$369,033 38

MUNICIPAL.

	APPROPRIATIONS.	EXPENDITURES.	BALANCE.
Teachers' Salaries—Day	$8,791 37	$4,655 87	$4,135 50
Teachers' Salaries—Ev'g	3,175 25	2,610 81	564 44
Officers' Salaries	11,880 00	11,579 29	300 71
Janitors' Salaries	31,000 00	30,999 70	30
Incidentals	1,500 00	1,336 74	163 26
Repairs	18,000 00	17,969 38	30 62
Text Books, Stationery and Printing	20,000 00	17,533 43	2,466 57
Furniture and Supplies	9,300 00	9,266 07	33 93
Heating Apparatus	14,000 00	13,616 47	383 53
Fuel	11,000 00	10,481 04	518 96
Rents	3,500 00	3,247 33	252 67
Insurance	1,700 00	1,481 70	218 30
School Census	2,900 00	2,631 95	268 05
Gas	1,700 00	1,628 06	71 94
Water	1,700 00	1,415 59	284 41
Unappropriated			501 73
	$140,146 62	$130,453 43	$10,194 92

SCHOOL HOUSES AND SITES.

RECEIPTS.

Balance from 1891	$76,663 03	
Cash from Sale of Houston Street School Building	250 00	
Public School Bonds	$34,000 00	
		$110,913 03

APPROPRIATIONS.

Thirteenth Ave. School House (Addition)	$12,185 77	
Warren Street School House (New)	18,378 57	
Ann Street School House (New)	17,233 97	
School Site and School House in Thirteenth Ward—Waverly Ave.	23,075 84	
North Seventh Street School House (Additional ground)	3,000 00	
Burnet Street School House (Addition)	3,117 08	
Thirteenth Ave. School House (Additional ground)	3,200 00	
Miller Street School House (Additional ground)	3,000 00	
Elliot Street School House (New Water Closet)	1,666 57	
North Seventh Street School House (New)	20,055 23	
Hamburg Place School House (Additional ground)	5,000 00	
Eighteenth Ave. School House (New Water Closet)	1,000 00	
		$110,913 03

APPROPRIATIONS AND EXPENDITURES.

THIRTEENTH AVE. SCHOOL HOUSE (ADDITION.)

Balance from 1891	$11,491 00	
Appropriation, 1892	694 77	
		$12,185 77

Expended for mason work.....	$3,389 00	
carpenter work.....	6,372 00	
plumbing work.....	396 00	
painting work.....	459 00	
artificial stone work..	648 00	
architect's fees.....	457 03	
cleaning.....	30 00	
extra carpenter work.	30 07	
		$11,781 10
Balance.....		$404 67

WARREN STREET SCHOOL HOUSE (NEW).

Balance from 1891.....	$16,978 88	
Appropriation, 1892.....	1,399 69	
		$18,378 57
Expended for mason work.....	$3,426 18	
carpenter work.....	6,199 60	
plumbing work.....	1,220 00	
painting work.....	520 00	
iron work.....	1,155 00	
metal ceiling work....	1,268 00	
stone work.....	1,217 60	
artificial stone work...	465 00	
heating and ventilating work.....	942 50	
architect's fees.....	452 10	
cleaning.....	40 75	
extra mason work....	38 02	
extra carpenter work..	422 76	
extra iron work.....	42 38	
		$17,409 89
Balance.....		$968 68

ANN STREET SCHOOL HOUSE (NEW).

Balance from 1891.....	$14,989 07	
Appropriations, 1892.....	2,244 90	
		$17,233 97

Expended for mason work.....	$5,796 00	
carpenter work.....	8,800 00	
painting work.....	855 00	
plumbing work.....	761 00	
stone work.....	535 00	
architect's fees.....	398 39	
cleaning work.....	45 80	
extra plumbing work.	42 02	
		$17,233 21
Balance.....		$0 76

SCHOOL SITE AND SCHOOL HOUSE IN THIRTEENTH WARD (WAVERLY AVENUE).

Balance from 1891.....	$18,000 00	
Appropriations, 1892.....	5,075 84	
		$23,075 84
Expended for mason work.....	9,940 00	
carpenter work.....	9,790 30	
painting work.....	765 00	
plumbing work.....	774 00	
stone work.....	890 00	
architect's fees.....	777 56	
water supply.....	23 00	
cleaning.....	42 00	
extra plumbing work.	5 80	
		$23,007 66
Balance.....		$68 18

NORTH SEVENTH STREET SCHOOL HOUSE (ADDITIONAL GROUND).

Balance from 1891.....	$3,000 00	
Expended for additional ground....	3,000 00	

BURNET STREET SCHOOL HOUSE (ADDITION).

Balance from 1891.....		$3,117 08
Expended for carpenter work.....	$1,757 00	
mason work.....	1,120 00	

Expended for architect's fees.....	$146 05	
extra carpenter.....	12 50	
extra mason work....	49 53	
extra plumbing work..	32 00	
		$3,117 08

THIRTEENTH AVENUE SCHOOL HOUSE (ADDITIONAL GROUND.)

Balance from 1891.....	$3,200 00
Expended for additional ground.....	3,200 00

MILLER STREET SCHOOL HOUSE (ADDITIONAL GROUND).

Balance from 1891.....	$3,000 00
Expended for additional ground.....	3,000 00

ELLIOT STREET SCHOOL HOUSE (NEW WATER CLOSETS).

Appropriation, 1892.....		$1,666 57
Expended for carpenter work.....	$643 00	
mason work.....	$894 00	
architect's fees.....	76 85	
		$1.613 85
Balance.....		$52 72

NORTH SEVENTH STREET SCHOOL HOUSE (NEW).

Appropriation, 1892.....	$20,055 23
Expended for water supply.....	55 23
Balance.....	$20,000 00

HAMBURG PLACE SCHOOL HOUSE (ADDITIONAL GROUND).

Appropriation, 1892.....	$5,000 00
Expended for additional ground.....	5,000 00

EIGHTEENTH AVENUE SCHOOL HOUSE (NEW WATER CLOSETS.)

Appropriation, 1892.....		$1,000 00
Expended for mason work.....	$287 00	
carpenter work.....	390 00	
plumbing work.....	200 00	
architect's fees.....	31 45	
		908 45
Balance.....		$91 55

BALANCES TO 1893.

Thirteenth Ave. School House (Addition)	$404 67	
Warren St. School House	968 68	
Ann St. School House	76	
School Site and School House—Thirteenth Ward	68 18	
Elliot St. School House (New Water Closets)	52 72	
North Seventh St. School House (New)	20,000 00	
Eighteenth Ave. School House (New Water Closet)	91 55	
		$21.586 56

TABLE OF EXPENSES OF THE VARIOUS SCHOOLS FOR 1892.

SCHOOLS.	Salaries of Teachers.	Salaries of Janitors.	School Books, Stationery and Printing.	Heating Apparatus.	Fuel.	Repairs.	Furniture and Supplies.	Miscellaneous.	Total.
Normal and Training—									
Normal Department	$3,930 37	$165 00	$530 21	$17 64	$51 65	$121 03	$36 51	$15 21	$4,867 62
Training Department	5,564 40	495 00	270 23	52 95	154 95	363 02	109 54	45 67	7,055 76
High	30,461 92	960 00	1,282 29	22 64	271 88	410 53	54 50	266 22	33,729 98
High Annex	5,117 94	360 00	49 31	27 42	62 89	17 04	4 25	849 72	6,488 57
Burnet Street Grammar	7,099 39	460 00	346 59	92 46	136 36	291 76	301 50	96 90	8,824 96
Burnet Street Primary	5,120 96	380 00	115 73	78 00	109 64	243 44	282 39	85 43	6,415 59
State Street Primary	7,625 17	660 00	226 26	439 18	210 08	221 04	91 54	54 70	9,527 97
James Street Industrial	1,956 08	240 00	78 35	------	87 30	------	5 54	201 20	2,568 47
Washington Street Grammar	7,456 98	568 91	458 80	691 21	179 75	306 18	176 04	64 28	9,902 15
Washington Street Primary	3,718 33	316 09	78 43	384 00	99 85	170 10	97 83	35 72	4,900 35
Marshal Street Primary	3,796 20	540 00	109 71	30 07	183 19	330 86	22 90	21 40	5,034 33
Lawrence Street Grammar	5,445 60	489 96	290 72	41 44	228 67	168 45	22 24	51 19	6,738 27
Lawrence Street Primary	4,513 47	350 04	116 41	29 59	163 33	120 34	15 89	36 58	5,345 65
Commerce Street Primary	2,626 03	420 00	23 14	69 40	148 00	110 31	3 53	90 08	3,490 49
Colored	3,317 04	360 00	192 27	4 80	54 94	67 38	8 55	10 80	4,015 78
Lafayette Street Grammar	4,822 25	300 00	243 20	11 32	119 10	222 47	110 97	35 19	5,864 50
Lafayette Street Primary	7,929 77	660 00	236 41	24 88	262 00	489 47	244 14	77 38	9,924 05
Newton Street Grammar	7,327 48	564 72	443 32	150 26	287 59	268 02	202 74	81 51	9,325 64
Newton Street Primary	5,988 98	395 28	212 99	105 20	201 32	187 59	141 91	57 07	7,290 34
South Tenth St. Intermediate	1,614 02	104 48	78 56	1 91	21 78	127 58	14 14	2 83	1,965 30
South Tenth Street Primary	10,752 82	795 52	427 75	23 65	348 37	671 35	98 53	81 24	13,199 23
Camden Street Primary	9,570 05	780 00	288 26	61 18	200 00	163 88	24 51	86 28	11,174 16
Thirteenth Avenue Primary	8,281 26	800 00	719 98	1,755 18	237 92	609 22	1,255 54	90 68	13,749 78
Wickliffe St. Annex Primary	1,534 94	192 00	2 79	4 50	66 83	------	12 00	200 00	2,013 06
Warren Street Primary	2,058 05	330 67	230 73	70	234 28	448 86	1,653 75	33 80	4,990 84
Wickliffe Street Primary	3,613 80	600 00	80 41	23 27	88 25	358 92	13 74	20 72	4,799 11
Summer Avenue Grammar	7,155 07	514 32	414 84	21 26	283 81	223 57	81 24	68 35	8,762 46
Summer Avenue Primary	4,661 28	385 68	102 59	15 95	212 86	167 69	60 91	51 26	5,658 22
Webster Street Grammar	4,433 55	450 00	242 91	19 48	224 70	274 33	23 77	42 50	5,611 24
Webster Street Primary	5,682 12	450 00	161 10	19 48	124 70	274 32	23 76	42 51	6,777 99
"Franklin" Primary	6,265 62	718 06	323 83	73 77	118 87	105 47	10 15	86 17	7,701 94
Bloomfield Avenue Primary	1,533 84	300 00	20 34	8 62	53 69	8 17	11 36	408 72	2,344 74
Elliot Street Primary	6,021 11	660 00	252 20	35 86	238 84	231 84	85 42	38 37	7,563 64
Chestnut Street Grammar	6,782 22	480 00	585 39	86 78	181 33	119 68	55 13	37 37	8,327 90
Chestnut Street Primary	5,189 10	420 00	196 16	78 50	158 67	107 63	48 63	36 03	6,234 72
Oliver Street Grammar	7,384 13	540 00	428 30	22 95	217 25	274 09	123 91	33 39	9,024 02
Oliver Street Primary	4,770 49	360 00	131 91	16 65	145 35	183 85	89 92	24 77	5,722 94

South Street Primary	8,034 31	780 00	209 04	57 46	305 75	393 45	63 15	90 84	9,934 00
Walnut Street Primary	6,016 91	660 00	130 68	90 57	150 00	659 24	137 14	30 29	7,874 83
Houston Street Primary	704 49	150 00	11 13	549 00	------	5 04	12 47	30 00	918 62
Ann Street Primary	1,326 44	290 00	217 44	2,172 99	316 00	1,170 55	996 11	32 00	6,521 53
South Eighth Street Grammar	8,016 11	540 00	517 71	85 79	244 20	176 35	50 71	55 56	9,686 43
South Eighth Street Primary	4,626 63	360 00	114 87	54 47	162 80	115 53	35 62	34 47	5,504 39
Roseville Avenue Primary	4,581 41	600 00	126 77	91 60	172 50	110 84	39 86	36 42	5,759 40
North Seventh Street Primary	4,759 34	540 00	170 56	28 18	71 99	177 04	18 70	18 60	5,784 41
South Market Street Grammar	5,166 76	450 00	266 87	32 29	149 94	298 69	135 08	56 52	6,556 15
South Market Street Primary	4,883 73	450 00	146 51	32 28	149 94	298 68	135 08	56 52	6,152 74
Hamburg Place Intermediate	2,933 30	192 84	394 39	17 61	62 57	123 14	6 72	25 38	3,755 95
Hamburg Place Primary	7,744 32	707 16	219 02	61 34	229 43	320 93	17 54	72 13	9,371 87
Hawkins Street Primary	5,160 70	680 00	209 14	137 59	227 00	43 31	17 55	68 72	6,544 01
Clover Street Industrial	1,375 12	120 00	36 73	------	21 60	------	------	201 80	1,755 25
Morton Street Grammar	6,341 84	404 16	387 07	47 29	143 77	192 82	38 56	62 06	7,617 57
Morton Street Primary	9 181 60	555 84	248 97	65 03	197 68	265 15	53 02	85 34	10,652 63
Eighteenth Avenue Grammar	5,031 00	320 04	207 07	457 66	97 01	199 43	53 33	20 69	6,386 23
Eighteenth Avenue Primary	9,939 79	639 96	140 70	915 31	193 99	398 90	106 67	41 38	12,376 70
Monmouth Street Primary	11,666 19	900 00	368 91	20 81	300 00	138 60	45 00	60 06	13,499 57
Waverly Avenue Primary	745 53	240 00	368 47	2,186 37	316 00	851 51	1,552 07	38 80	6,298 75
Miller Street Grammar	6,940 73	399 26	471 25	591 35	239 14	442 31	121 07	29 86	9,234 97
Miller Street Primary	5,775 53	436 24	178 28	594 89	254 74	488 14	124 08	30 58	7,882 48
Elizabeth Avenue Primary	381 81	229 50	33 52	38 15	12 30	742 82	71 79	9 65	1,519 54
Central Avenue Grammar	5,776 89	450 00	304 70	616 98	127 60	102 51	25 50	32 29	7,436 47
Central Avenue Primary	5,092 11	450 00	143 74	616 98	127 60	102 50	25 49	32 28	6,590 70
Lock Street Primary	2,996 54	480 00	93 33	14 00	99 00	132 29	4 25	29 44	3,848 85
Advanced Evening	1,090 50	30 00	98 30	------	------	75	15	90 35	1,310 05
Lafayette Street Evening	2 259 77	67 88	95 17	------	------	4 05	80	243 46	2,671 13
Newton Street Evening	2,115 69	63 00	81 04	------	------	------	------	201 32	2,461 05
Webster Street Evening	1,868 00	54 21	47 80	------	------	99 44	30	165 06	2,234 81
South Market Street Evening	2,081 56	61 88	78 07	------	------	8 38	30	140 00	2,370 19
Morton Street Evening	2,528 82	77 25	132 07	------	------	8 15	25	198 38	2,944 92
Eighteenth Avenue Evening	1,345 75	57 00	65 82	------	------	------	------	136 78	2,205 35
Central Avenue Evening	1,603 22	45 75	37 31	------	------	------	15	116 48	1,802 91
Evening Drawing	2,117 50	275 00	103 32	3 00	24 46	622 23	137 33	928 88	4,211 72
Newton Street Summer	379 13	21 00	4 42	------	------	------	------	------	404 55
South Tenth Street Summer	379 00	21 00	2 61	------	------	------	------	------	402 61
Wickliffe Street Summer	179 50	12 00	8 20	------	------	------	63	------	200 33
Webster Street Summer	200 50	12 00	5 93	------	------	------	------	------	218 43
Oliver Street Summer	155 50	9 00	11 63	------	------	------	------	------	176 13
Hamburg Place Summer	361 00	21 00	10 38	------	------	------	------	------	392 38
Morton Street Summer	674 50	41 00	50 05	------	------	------	50	------	766 05

All of which is respectfully submitted,

P. L. BRYCE, *Secretary.*

JAMES L. HAYS, *President.*

Part II.

Report of the City Superintendent.

REPORT.

To the Honorable the Board of Education of the City of Newark:

GENTLEMEN—I herewith present in accordance with the Rules of the Board the Thirty-sixth Annual Report of the City Superintendent of Public Schools.

The progress of the schools while slow, is steady and substantial. Every succeeding year brings new and difficult problems for solution. This cannot be otherwise. All progressive movements must make their own way and maintain it.

The efficiency of the schools can fairly be inferred from the continued confidence manifested in them by their patrons and the citizens generally.

Institutions can never reach a point beyond criticism. This, however, does not preclude fair commendation. That our schools are open to criticism no one denies; that they are worthy of honest commendation all, I think, should admit.

The facts, figures, suggestions and recommendations embodied in the following report have been carefully collated, considered, arranged and presented for the convenient use of the Board and others who may consult them.

The enrollment for the year closing June last was greater than for any year in the history of the schools. This is to be expected, as the population of the city is rapidly increasing.

The better classification and gradation of the pupils enables the teachers to compass the work of instruction, better from year to year. These are statements that I

feel assured the statistics and conclusions found in the following report will fully substantiate.

SCHOOL ENUMERATION.

1891	57,454
1892	52,636
Decrease	4,818

	Males.	Females.	Total.
1st Ward	2,627	2,572	5,199
2d "	2,331	2,338	4,669
3d "	1,697	1,374	3,071
4th "	1,594	1,744	3,338
5th "	3,651	3,687	7,338
6th "	2,367	2,301	4,668
7th "	5,470	5,001	10,471
8th "	4,918	4,754	9,672
9th "	2,005	2,205	4,210
Totals	26,660	25,976	52,636

The foregoing table reveals a decrease of 4,818 from 1891 to 1892. The school census is now taken by state enumerators. It is thought the enumeration is more nearly correct than in past years. Notwithstanding the decrease in the school population the school registry was 893 larger than the preceding year.

I would call special attention to the tables of school enumeration for Newark for 1892. They contain much valuable statistical information, for which we are indebted to the courtesy of Mr. John J. Matthews, State Superintendent of School Census for New Jersey.

The following table shows the number of males and females separately, and the total in each ward, also the number from 5 to 6—6 to 7 and so on to the number from 17 to 18 in each ward. This presentation of the

relative number of each sex between the ages as noted above, in each ward, is of value as showing how the same are distributed throughout the different wards of the city.

Of the 52,636 of school age in the city 8,529 are attending private schools; 4,413 are males, 4,116 females. This shows a decrease attending private schools from last year of 1,410.

Ward.		AGE.													Total.
		5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	
1st	Males ...	240	226	246	224	237	214	189	193	167	172	161	160	198	2,627
	Females .	178	247	239	242	229	207	200	194	162	160	168	171	175	2,572
	Total....	418	473	485	466	466	421	389	387	329	332	329	331	373	5,199
2d	Males ...	182	186	205	218	196	163	155	195	148	176	169	177	161	2,331
	Females .	190	193	205	197	203	200	167	172	159	178	163	146	165	2,338
	Total....	372	379	410	415	399	363	322	367	307	354	332	323	326	4,669
3d	Males ...	219	114	163	126	170	135	148	119	135	82	106	74	106	1,697
	Females .	150	88	148	92	121	81	112	85	107	73	109	76	132	1,374
	Total....	369	202	311	218	291	216	260	204	242	155	215	150	238	3,071
4th	Males ...	127	113	129	129	149	110	121	137	128	129	103	98	121	1,594
	Females .	140	137	139	137	160	119	122	129	143	137	116	146	119	1,744
	Total....	267	250	268	266	309	229	243	266	271	266	219	244	240	3,338
5th	Males ...	395	301	328	297	301	293	245	267	255	257	207	224	281	3,651
	Females .	365	316	325	320	278	293	263	270	237	282	222	224	292	3,687
	Total....	760	617	653	617	579	586	508	537	492	539	429	448	573	7,338

WARD.		AGE.													TOTAL.
		5 to 6	6 to 7	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	15 to 16	16 to 17	17 to 18	
6th	Males ...	212	183	183	220	192	173	172	185	154	176	144	171	202	2,367
	Females .	215	173	187	195	173	156	177	173	168	151	167	192	174	2,301
	Total....	427	356	370	415	365	329	349	358	322	327	311	363	376	4,668
7th	Males ...	550	501	487	476	484	441	363	364	344	381	303	341	435	5,470
	Females .	486	494	485	450	421	386	378	342	308	287	288	320	356	5,001
	Total....	1,036	995	972	926	905	827	741	706	652	668	591	661	791	10,471
8th	Males ...	511	394	437	427	432	334	305	330	309	355	326	372	386	4,918
	Females .	452	387	434	397	373	311	353	345	321	362	305	356	358	4,754
	Total....	963	781	871	824	805	645	658	675	630	717	631	728	744	9,672
9th	Males ...	131	153	161	175	156	177	135	173	140	184	129	156	135	2,005
	Females .	127	185	171	189	155	180	170	195	174	158	158	182	161	2,205
	Total....	258	338	332	364	311	357	305	368	314	342	287	338	296	4,210
Summary.....															
	Males ...	2,567	2,171	2,339	2,292	2,317	2,040	1,833	1,963	1,780	1,912	1,648	1,773	2,025	26,660
	Females .	2,303	2,220	2,333	2,219	2,113	1,933	1,942	1,905	1,779	1,788	1,696	1,813	1,932	25,976
	Total....	4,870	4,391	4,672	4,511	4,430	3,973	3,775	3,868	3,559	3,700	3,344	3,586	3,957	52,636

ENUMERATION, 1892.

NUMBER ATTENDING PRIVATE SCHOOLS.

	Males.	Females.	Total.
1st Ward	759	736	1,495
2d "	374	387	761
3d "	214	190	404
4th "	304	291	595
5th "	379	374	753
6th "	569	557	1,126
7th "	983	767	1,750
8th "	596	564	1,160
9th "	235	250	485
Total.....	4,413	4,116	8,529
Number attending Private Schools, 1891.....			9,939
" " " " 1892			8,529
Decrease.....			1,410

The following table presents some specially valuable statistical information distributed among the various wards.

1. The number of each sex and the total attending no school.

2. The number over 10 not able to read. This makes rather a pleasant comparison of the illiterates in each ward.

3. The number of children under 15 employed in factories, shops or stores. This would indicate that the Child Labor Law is not vigorously enforced in the city.

4. The number of children not vaccinated. This shows that there is still something for the Board of Health and the Sanitary Committee to do.

5. The number of children whose fathers are not citizens.

6. The number of deaf mutes.
This table is valuable for reference.

WARD.		Number of children attending no school during the year.	Number of children over 10 years of age unable to read.	Number of children under 15 years of age employed in factories, mines or stores.	Number of children unvaccinated.	Number of children whose male parent or guardian is not a citizen.	Number of children who are deaf mutes.
1st.....	Males ..	672	2	114	241		
	Females,	663	2	61	270		1
	Total...	1,335	4	175	511	188	1
2nd.....	Males ..	461	4	56	83		2
	Females,	395	1	26	59		
	Total...	856	5	82	142	64	2
3rd.....	Males ..	206		7	25		
	Females,	212		1			1
	Total...	418		8	25		1
4th.....	Males ..	381	12	48	88		
	Females,	421	10	22	85		
	Total...	802	22	70	173	31	
5th.....	Males ..	672	11	80	221		2
	Females,	692	6	51	256		2
	Total...	1,364	17	131	477	120	4
6th.....	Males ..	728	50	29	32		2
	Females,	627	26	16	47		...
	Total...	1,355	76	45	79		2
7th.....	Males ..	1,687	7	145	208		1
	Females,	625	6	46	194		3
	Total...	2,312	13	191	402		4
8th.....	Males ..	1,206		61	155		2
	Females,	1,272	2	26	156		2
	Total...	2,478	2	87	311	267	4
9th.....	Males ..	449		29	90		1
	Females,	471	1	13	105		
	Total...	920	1	42	195	26	1
Summary	Males ..	6,462	86	569	1,143		10
	Females,	5,378	54	262	1,172		9
	Total...	11,840	140	831	2,315	696	19

The following statement shows the number of children at each age reported as attending no school during the year:

Between 5 and 6 years of age	2,293
" 6 " 7 "	1,277
" 7 " 8 "	519
" 8 " 9 "	231
" 9 " 10 "	134
" 10 " 11 "	118
" 11 " 12 "	129
" 12 " 13 "	177
" 13 " 14 "	346
" 14 " 15 "	1,066
" 15 " 16 "	1,409
" 16 " 17 "	1,833
" 17 " 18 "	2,308
Total	11,840

The foregoing table shows 11,840 children between 5 and 18 as not attending school, also the number at each age. It will be seen that the largest number is from 17 to 18, the next largest from 5 to 6. The smallest from 10 to 11.

The percentage 11,840, the number of children attending no school, bears to 52,636, the whole school population, is 22.4 per cent. Divided as follows:

Between 5 and 6 years of age	.043
" 6 " 7 " "	.024
" 7 " 8 " "	.009
" 8 " 9 " "	.004
" 9 " 10 " "	.002
" 10 " 11 " "	.002
" 11 " 12 " "	.002

Between 12 and 13 years of age	.002
" 13 " 14 " "	.006
" 14 " 15 " "	.02
" 15 " 16 " "	.026
" 16 " 17 " "	.034
" 17 " 18 " "	.043

Of the 11,840 reported as attending no school, 3,570 are between the ages of 5 and 7 years, during which many parents prefer to keep their children at home, and 6,618 are over 14 years of age, of which undoubtedly a large number are legitimately employed and have already received a fair amount of instruction; thus leaving 1,654 or .031 per cent. of the entire school population on the streets.

This differs widely from the statements so generally made in statistical tables and educational reports, which assume that all children between 5 and 18 not found enrolled in our schools are on the streets and have received no schooling, when the fact is, a very large proportion of them have received from four to six years school training. Much unfavorable comment upon the management and assumed failure of our school system has grown out of these careless and unfair statements.

The official visits of the members of the Board are shown below:

Normal and Training School—Normal Dept.	56
High School	13
Grammar Schools	259
Primary Schools	527
Industrial Schools	3
Colored School	15
Evening Schools	64
Total	937

The visits of the Superintendent are shown in the following table:

Normal and Training School—Normal Department	104
High School	78
Grammar Schools	293
Primary Schools	539
Industrial Schools	11
Colored School	7
Evening Schools	39
Total	1,071

The official visits to the schools of all grades by members of the Board show a considerable increase over the preceding year. These visits benefit in two ways: 1st. The teachers and pupils are encouraged. 2d. The commissioners are personally informed by this contact with the schools of their condition and needs.

The visits of the Superintendent were about the same in total number as during the former year. About one-half of them were in the Primary Schools.

The number of school buildings in use during the year ending June, 1892, was forty-two, containing the following schools and departments:

Normal School	1
Training School	1
High School	2
Grammar Schools	17
Primary Schools	36
Industrial Schools	2
Colored School	1
Total	60

The number of evening schools in operation was

nine—eight for five months and one for six, viz.: The Evening Drawing School in the building, corner of Market and Halsey streets.

Geographically these buildings are fairly well located. Some of the central buildings, however, are suffering from the encroachments of business, which are gradually driving out the dwelling houses. This is a difficulty that cannot always be avoided. The growth and distribution of the population seem to follow their own lines of development. The school authorities should by all means take into consideration the probable direction of the population as it increases throughout the city.

SCHOOL BUILDINGS.

The Board now owns thirty-nine buildings, distributed as follows:

Old Wards.	No. of Buildings.	No. of Class Rooms. Regular.	Temporary.	Seating Capacity.
1st	2	26	..	1,422
2d*	2	27	..	1,296
3d	2	21	..	969
4th	3	22	..	1,038
5th	1	15	1	829
6th	4	59	4	3,586
7th	2	14	..	814
8th	4	41	2	2,334
9th	1	16	..	781
10th	4	43	..	2,388
11th	3	24	4	1,532
12th	3	34	..	1,941
13th	4	64	1	2,658
14th	2	16	2	995
15th	2	18	..	1,022
Total	39	440	14	23,605

*Nineteen of these rooms belong to the High School.

In addition to the foregoing, the Board rents four buildings, located as follows:

Old Wards.	No. of Buildings.	No. of Class Rooms. Regular.	Temporary.	Seating Capacity.
1st.....	1	3		162
2d.....	1	6		246
8th.....	1	2		120
12th.... ...	1	2		90
Total....	4	13		618

This makes a total of forty-three buildings, containing 453 class rooms, with a seating capacity of 24,233.

In the report for 1891 the Superintendent stated that he had for several years past described with care the locality, arrangement and condition of the school buildings of our city. This is deemed highly important, as these houses are the school homes of so many of our children for from six to twelve or more years, and that, too, at an age when the life and character are specially susceptible to associations and surroundings. I trust the statements and suggestions in this direction will be noted with care.

The accommodations for the Normal and Training School and the High School are entirely inadequate. The importance and relation of the Normal School to our system are such that the best opportunities possible should be furnished it. The training department is fairly well provided for in regard to the primary work The grammar school observation and practice work must be obtained as best it can in the grammar schools scattered about the city. The normal department is very much crowded and is deficient in nearly all the essential accommodations that should belong to an institution of its grade and character.

The Board cannot too soon take the necessary steps

to supply this school with the needed room and equipments.

The same may be said with even greater emphasis in regard to the High School accommodations. About one thousand of the sons and daughters of the citizens of Newark are now crowded into rooms not sufficient for five hundred. This subject will be referred to again under the proper heading in this report.

The High School Annex, located on Washington street, is in some respects comfortable, yet it is entirely unsuited to school purposes, especially in regard to arrangement of rooms, ventilation and distribution of light. The classes are not well accommodated, they simply get along in them. The furniture should be suitable for the age and size of its occupants. I would urgently recommend that the rooms be furnished with desks of proper size. The sanitary condition of the building is quite satisfactory.

The new rooms in Burnet Street School, under construction when the report for 1891 was presented to the Board, have been completed. One room was occupied by a primary class at the opening of the spring term last April, the other was occupied by a grammar class of the first grade at the opening of the school year, September last. This building is now in a very desirable condition and meets the needs of the district admirably. While it is constructed upon a plan entirely different from any other school house in the city, it contains desirable features not easily secured by any other plan.

The Thirteenth Avenue building has been completed in accordance with the original plan, making this a house of seventeen class rooms, of large size, well warmed, ventilated and lighted. In location, appearance, arrangement and convenience this is among the finest in

the city, perhaps in the state. Fifteen of these rooms are already occupied by large classes. The school room of the old Sixth Ward is already practically exhausted. The greatest pressure seems now to be in the western section of the district. A new building should very soon be erected in this part of the ward, or what is known as West Newark. The annex in the Wickliffe Street chapel was discontinued, the four classes thus accommodated were transferred to the new rooms in Thirteenth Avenue house, at the opening of the school year, September, 1892.

The Warren Street building was completed in time for the opening of the present school year, September, 1892. It contains eight fine rooms with a general hall running the entire length of the building. This hallway is of great value in facilitating the movements of the school and in ventilating the class rooms. Another feature to be commended is the transoms over the windows, which renders it possible to ventilate without seriously exposing the pupils to a draft. This feature is a part of all the new buildings now constructed.

This building is warmed by the Fuller & Warren system of heating and ventilating, including the dry closet arrangement. The system has not been in operation long enough to fully understand and test it. The inference thus far is favorable. Also a metallic ceiling is on trial here. Time will determine the success or non-success of these experiments. The building is a credit to the Board and a great convenience to this part of the city.

In proof of the appreciation of the citizens is the fact that upon opening the house for the reception of pupils the eight rooms were at once filled to overflowing, necessitating the organization of four classes in the Wickliffe Street building.

The Warren Street and Wickliffe Street buildings will make it possible to relieve the Central Avenue and Lock Street schools, thereby making it unnecessary to enlarge the school accommodations in the old Fifteenth Ward for several years to come.

I would again call attention to the two unfinished rooms in the Summer Avenue house. The remarkable growth in population in this section makes it more than ever necessary that these rooms, now waste room, be fitted up for school use. It has been decided, I believe, that it can be readily done at a moderate cost. These rooms will seat one hundred and twenty pupils.

Very early attention must be given to more school room in the Elliot Street neighborhood. This part of our city is growing rapidly.

The Tenth Ward is abundantly supplied with school accommodations at present, and probably for some time to come.

The new house on Ann street has been completed and was occupied with five large classes, leaving three vacant rooms to meet the growing demands of this section. The classes formerly taught in Houston Street school were transferred to this house and the building sold.

The Eleventh Ward is very much in need of additional room, especially in the North Seventh Street district. The present building is an old wooden structure, containing only six rooms. It has no court room whatever, and is much exposed to the cold and storm. It is expected a new house will soon be erected here. It certainly is needed.

The South Eighth Street house, which contains the grammar school for this ward, is entirely insufficient to properly accommodate the grammar grade pupils.

There are now four classes on the court floor, leaving but two small sections for court purposes.

No part of the city is probably growing so rapidly as is this, and with a class of people who depend almost entirely upon the public school for the education of their children. The Board certainly should be prompt in furnishing the needed school facilities for such parts of our city.

The house on Waverly avenue, Thirteenth Ward, under construction last year, has been completed and is now occupied by six large classes, and will probably have seven classes in a few days. The house contains eight rooms. It is of the same plan and style of construction as the Thirteenth Avenue, Hawkins Street and Warren Street buildings. These houses are convenient, airy, well warmed, lighted and ventilated.

The Thirteenth Ward now contains four buildings, three of them among the largest in the city, viz.: Morton street, Eighteenth avenue and Monmouth street, aggregating fifty-six class rooms, the eight rooms in the Waverly avenue house making sixty-four. Practically all the vacant rooms in this locality to meet the increasing demands for school room are two class rooms. The prompt completion of the Waverly Avenue building according to original plan, making sixteen rooms, seems to be an early necessity.

The Elizabeth Avenue house contains two rooms. One of these is now occupied with a primary class. Without doubt both rooms will be in use next April.

I would recommend that the unoccupied room in this house be used for a class consisting of 1st and 2d grades primary to be made up from the children living in that vicinity. By placing the four primary grades here it will not be necessary to separate the younger children from the older in attending school, thus af-

fording a great convenience to the families in that locality. Further, this will make it possible to do away with the use of a room in Miller Street house formed by partitioning off a portion of the court. This room is very near the ground and is otherwise objectionable for class purposes. I trust these suggestions will be carried out not later than the April term.

The following buildings contain unoccupied class rooms: Marshall Street, one; Commerce Street, four; Lafayette Street, one; Thirteenth Avenue, two; Wickliffe Street, two; Elliot Street, one; Chestnut Street, two; South Street, two; Walnut Street, one; Ann Street, three; Hawkins Street, one; Waverly Avenue, two; Elizabeth Avenue, one. A total of twenty-three.

By examination of these localities it will be seen that these rooms can be of no service to the crowded schools, on account of distance and locality. Most of them, however, can be utilized by a rearrangement of the school district boundary lines.

SCHOOL DISTRICT.

BOUNDARY LINES.

This is a matter that should be carefully and constantly watched by the school authorities. The frequent changes in the location of the school population caused by the tendency to crowd out the dwelling houses by business establishments, it is easy to see must interfere with the attendance in some of the central schools, especially Washington Street, Marshall Street, Lawrence Street, Commerce Street, Chestnut Street and to some extent State Street Schools.

An examination of the location of the new wards

and the schools comprehended in them reveals the fact that a larger number of schools come under the supervision of most of the Commissioners than under the old ward division, and that a number of schools that formerly were somewhat in competition will be under the supervision of the same Commissioners. It is the opinion of the Superintendent that a readjustment of the school district lines can easily be made whereby most of the rooms now vacant can be utilized. Most of the vacant rooms are among the best in the city, and should, if possible, be used. I think it is possible by a wise arrangement of these district lines. I would recommend that this matter receive the prompt attention of the Boundary Committee.

The following is a list of the schools as found in the new wards.

LOCATION OF SCHOOLS BY WARDS.

First Ward.

South Market Street,	Hamburg Place,
Hawkins Street,	Clover Street.

Second Ward.

Oliver Street,	South Street,
Walnut Street,	Ann Street.

Third Ward.

Lafayette Street,	Lawrence Street,
Commerce Street,	Colored.

Fourth Ward.

Normal and Training,	High,
High Annex,	Burnet Street,
State Street,	James Street.

Fifth Ward.

Summer Avenue,	Webster Street,

Franklin, Bloomfield Avenue,
Elliot Street, Roseville Avenue,
North Seventh Street.

Sixth Ward.

Central Avenue, Lock Street,
Warren Street, Wickliffe Street.

Seventh Ward.

South Eighth Street, Newton Street,
South Tenth Street, Camden Street,
Thirteenth Avenue.

Eighth Ward.

Morton Street, Eighteenth Avenue,
Waverly Avenue.

Ninth Ward.

Washington Street, Marshall Street,
Chestnut Street, Milier Street,
Elizabeth Avenue, Monmouth Street.

SANITARY CONDITION OF THE SCHOOLS.

This is generally good. The school buildings throughout the city are, as a rule, well lighted, warmed and ventilated. They are well drained and the grounds fairly well graded. The few exceptions to this have been heretofore noted.

I would again call the attention of the Board to the tendency to plant too many trees in and about the school yards. Already the light and the circulation of air are seriously interrupted by the proximity of trees with their heavy foliage, too near the windows of some of the schools. Trees allowed to grow in the yard or near the building should be kept well trimmed, high up from the ground. This will permit the free circulation of air and light.

The principals and teachers should be ever watchful

and active in preventing the obstruction of the light and in securing its proper direction and distribution; also in using wisely, that is, efficiently, all proper means of ventilation. These results cannot be obtained without intelligent, skillful management on the part of those in charge.

The windows are intended primarily to light the rooms, incidentally to assist in ventilating them. They should be used for these purposes only. At least they should in no way be disabled for these all important uses.

The Sanitary Committee has done excellent work in looking after the yards, drainage, closets, disinfection, the arrangement of the seats in regard to light, etc.

A sudden and somewhat severe outbreak of small pox in the city disturbed, in a measure, the attendance in the schools, and also directed the attention of the Sanitary Committee to the rule of the Board touching the spread of contagious diseases in the schools. The result was the rigid enforcement of the rule of the Board governing this matter, by requiring that all pupils entering the schools of the city to present a certificate of vaccination, signed by a physician, or that they be certified to by the principal, upon his knowledge. As the result of this prompt action not a single pupil attending the public schools suffered from the disease.

There is no doubt the rule requiring vaccination is more thoroughly enforced and the end sought for secured more fully than ever before in the history of the schools. The Sanitary Committee is to be commended for its watchfulness over matters pertaining to the health of the schools under the care of the Board.

I would take this opportunity to call attention to the

Smead or Fuller & Warren system of heating and ventilation. This general plan is in use in a number of buildings in different cities. That the system may have a fair chance to succeed the building should be planned and constructed with reference to its use. The essential idea in the system is that a large volume of moderately warmed air shall be admitted into the room while a corresponding body of impure air shall be taken out, thus keeping up a constant and free change of air while the room is in use. The theory is all right and very beautiful, and there would never be any trouble if the incoming and outgoing currents would always conform to the demands of the theory. This is the one great trouble. There are so many obstructions and modifying influences that we often find the very thing happening which we have wished and planned to avoid. Currents of air perform curious freaks sometimes.

The chief means relied upon to accomplish the end desired, viz., a constant circulation and frequent change of air, are ventilating stacks built to a considerable height above the building. These are kept warmed by placing a stove or a small furnace in them; the heat creating and maintaining a draft. Into these stacks the impure air is discharged through openings in the walls or floors of the rooms. The plan generally followed is to conduct the exhaust air to the basement, and where the dry closet system is used, into that, and then into the ventilating shaft, from which it is discharged into the open air usually above the building. One of the important effects of this action is, the warm air is thoroughly circulated to all parts of the room.

The test usually used to demonstrate the quickness and thoroughness of the circulation is the odor (or the

peppermint test). This is very simple, being applied at the entrance of the air into the rooms and detected in a very few moments at the opening for the exhaust of the impure air from the rooms.

There is no doubt that by this system a more complete circulation is kept up and the rooms are more evenly warmed than by the usual methods of doors, windows and wall flues. There is also no doubt but the cost of warming and ventilating is much greater. If we want warm, fresh air with an entire change every few moments, we must pay for it. The truth of the facts stated in the foregoing have been thoroughly attested many times.

CONTAGIOUS DISEASES.

The vigilance and great care exercised by the Sanitary Committee, principals and teachers, are proving very helpful in preventing the spread of contagious and infectious diseases. The Board of Health reports to the Superintendent every day all cases that come to the health officer. These cases are promptly reported to the principals of the schools, who are thereby enabled to prevent pupils who are in any way exposed to contagious diseases from attending school. The Health Board does not always receive as promptly as it should some reports, at least, legally due the health office. This, of course, prevents prompt notice to the schools, and in consequence, no doubt, some cases of exposure have occurred.

Our physicians have it in their power to do the public a great service by a prompt performance of duty in this matter.

I would call attention to the danger of allowing refuse matter to accumulate in the basements, cellars

or closets of the buildings. All such accumulations afford an excellent means for the propagation and distribution of disease germs. The principals should see that the janitors are in no way neglectful in this matter.

Personal cleanliness of the occupants of the rooms cannot be too strenuously insisted upon by those in charge. This, however, should be wisely and discreetly done. Our schools generally are well supplied with washbasins, soap, towels, etc. This should in no way infringe upon the requirement to come to school clean. There is a very close relationship between cleanliness and exemption from disease.

ENROLLMENT.

Day Schools	26,650
Evening Schools	3,885
Total	30,535

The following table shows the enrollment, attendance, etc., in the different schools from September, 1891, to September, 1892:

	Enrollment.	Average Enrollment.	Average Attendance.	Per cent. of Attendance.
Normal and Training Sch.—Normal Dept.	93	90	82	91.1
High School	980	835	776	92.9
Grammar Schools	5,949	4,934	4,494	91.
Primary Schools	18,928	13,732	11,896	86.6
Industrial Schools	450	262	210	80.1
Colored Schools	250	162	130	80.2
Total	26,650	20,015	17,588	87.8

The following table shows the increase or decrease in the different schools for the year 1892, as compared with the year 1891:

	Enrollment.		Ave. Enrollment.		Ave. Attendance.	
	Increase.	Decrease.	Increase.	Decrease.	Increase.	Decrease.
Normal and Training Sch.—Normal Dept.	10	..	9	..	10	...
High School.....	60	..	47	..	54	...
Grammar Schools...	..	83	..	161	..	156
Primary Schools.....	862	..	132	..	..	21
Industrial Schools...	36	..	41	..	28	...
Colored School.....	8	..	..	9	..	5
Total.....	976	83	229	170	92	182
Net increase....	893		59			
Net decrease.....						90

It will be seen by reference to the foregoing table that there was an increase in the enrollment of 893, while there was a decrease of 90 in the average attendance. This is explained by a small pox scare which seriously interfered with the attendance for several months. The steady growth of the schools continued notwithstanding.

Of the 26,650 enrolled for the year,

1,151	were	between.....	5	and	6	years of age.
3,050	"		6	"	7	" "
3,452	"		7	"	8	" "
3,452	"		8	"	9	" "
3,124	"		9	"	10	" "

3,045	were between		10	and	11	years	of age
2,571	"		11	"	12	"	"
2,510	"		12	"	13	"	"
1,842	"		13	"	14	"	"
1,229	"		14	"	15	"	"
638	"		15	"	16	"	"
324	"		16	"	17	"	"
150	"		17	"	18	"	"
112	were over				18	"	"

A number of times in the preceding reports to the Board I have called attention to the fact that the school attendance begins in a marked degree to fall off between the ages of 7 to 9.

This can only be explained by accepting as a fact the supposition that large numbers of these young children are employed in shops and factories in violation of the compulsory school law of the state. This is a matter that should receive serious consideration. This training of young children in the habitual violation of law is hardly likely to make them law abiding citizens. The absence of conscientious scruples on the part of the employer and the pressing needs of some families present serious difficulty in the way of correcting these evils, viz.: early withdrawal from school and the employment of children before they are physically strong enough to safely endure continuous labor.

We cannot expect to do much for these masses until we can remove them from the depressing influences of long hours of physical labor, and retain them longer under school instruction.

The following table shows, in a convenient form, the variation in attendance of the pupils of respective ages for 1891 and 1892:

1891.	1892.						Increase.	Decrease.
1,052	1,151	were between	5	and	6	years of age..	99	..
3,212	3,050	"	6	"	7	" ..	..	162
3,423	3,452	"	7	"	8	" ..	29	..
3,162	3,452	"	8	"	9	" ..	290	..
2,881	3,124	"	9	"	10	" ..	243	..
2,804	3,045	"	10	"	11	" ..	241	..
2,607	2,571	"	11	"	12	" ..	..	36
2,411	2,510	"	12	"	13	" ..	99	..
1,856	1,842	"	13	"	14	" ..	..	14
1,182	1,229	"	14	"	15	" ..	47	..
591	638	"	15	"	16	" ..	47	..
315	324	"	16	"	17	" ..	9	..
148	150	"	17	"	18	" ..	2	..
113	112	were over			18	" ..	..	1
25,757	26,650						1,106	213
		Net increase.....					893	

The total increase for 1892 over 1891 is 1,106; the decrease 213, leaving a net increase of 893. This is small, but it is in the right direction.

TEACHERS.

The number of the day school teachers in the employ of the Board, their classification and distribution, and the increase for the year ending June, 1892, are shown in the following table:

	Male.	Female.	Total.
Normal and Training School—			
Normal Department.....	1	2	3
High School.....	9	16	25
Grammar Schools.....	17	120	137
Primary Schools.....	6	280	286
Industrial Schools.....	..	5	5

Colored School	1	3	4
Special Teachers	2	2	4
Total	36	428	464
June, 1891	35	414	449
Increase	1	14	15

Only a little over 7 per cent. of the teachers in the public schools of Newark are males. It is questioned by some as to whether this be wise. It is a matter well worth our consideration as to the proportion of male and female teachers that should exist to insure the best teaching and highest good of the schools.

APPOINTMENT OF TEACHERS.

For the most part the teachers in the public schools of the city are appointed from the graduates of the City Normal and Training School. As a general rule this is well enough, but to push this practice to the exclusion of all teachers trained outside of our system would in my judgment work great harm to the best interests of our schools. In saying this I do not mean to be understood as saying that we do not offer as good facilities and educate as well as elsewhere, for I believe we do. What I wish to say and emphasize is that any system of schools or course of instruction that is restricted to the same routine and the limits of the same methods of instruction and management will tend to grow narrow and mechanical. Introducing from time to time new ideas, different methods, views from another standpoint, training under the influences of other and different environments will help to counteract these narrowing tendencies and routine methods.

We have lately introduced into our schools several

teachers who have received such training, and they have shown themselves striking examples of the truth of the foregoing statements. I would therefore urge that when a favorable opportunity offers to secure this high grade teaching qualification and power it be done. The purpose of those charged with the duty of selecting the teachers for the schools should be to furnish service of the highest order for the instruction and training of the children of our city.

I feel assured that all true friends of education and our schools will agree with me in this. Our children deserve the very best teaching that can be obtained. I will say more, even; they not only deserve it, it is their right, and to deprive them of it is nothing less than robbery. I know I am now speaking of a matter of great difficulty and delicacy. There is no question of greater moment at the present time than how to secure just the right teachers and teaching. Or to put the matter in another form, how to get rid of and to avoid the appointment of incompetent teachers.

This brings up the question: What constitutes incompetency? It is very easy to make this inquiry, but not at all easy to satisfactorily answer it. I would answer in a general way and upon general principles. A teacher, who, under fair and reasonable conditions, fails to secure and retain the attention of her pupils; to be in sympathy and harmony with them; to govern and discipline them; to present the subjects of instruction in such normal and systematic manner that the faculties of the pupil will be stimulated, developed and trained; to work in loyal sympathy and harmony with his or her associates; to use all possible opportunities for self training and improvement, may fairly be classed as not competent to fill the position of teacher.

This seems a formidable demand. But when we consider that we are providing for the child, his character and future citizenship, the force and importance of these requirements cannot be overestimated.

What then shall we do? Make these emphatic statements, the truth of which we all accept, and there rest. Repeating these annually for years and years will never remove the cause for complaint.

The first step I would recommend in the removal of this evil is: Stop appointing incompetent teachers. This is effectual, and in due time will bring us out of the trouble. Nothing is of more vital importance to the vital interests of the schools than the selection of teachers.

No one should be considered for a moment who has not successfully met all the requirements as to scholarship, professional training and experience demanded by the Board, to be determined by those charged with that duty. This requirement is well enforced now.

The next point I would make is: All appointments should be temporary and remain such until there is no reasonable doubt of thorough fitness and success. No increase in salary should take place during the temporary status.

In the Normal and Training School course anyone who shows physical inability or any unwillingness to conform to all the provisions and requirements, academic and professional, of said course, should at once be dropped from the school as candidates for the teacher's diploma. This may seem, at first, a little severe. But we all know that when, with diploma in hand, the candidate presents herself for appointment, the danger is greatly increased. The preventative and winnowing methods and remedies should be rigidly but justly applied all along the line.

As to admission into the Normal and Training School, too much care cannot be given. No one should be admitted to this course who is not physically sound. Good health is absolutely necessary to enable the teacher to perform her duty under the many trying circumstances that will certainly surround her at times. Physical culture is a prominent subject in the course, and valuable instruction as how to improve and maintain good health is given by the competent teachers in charge.

An excellent step has been taken by the Board in not granting the maximum salary until her knowledge of teaching and success therein are certified to by the Principal and approved by the City Superintendent. This is not to be given until the teacher enters upon her fifth year's service. At first some little friction arose, but this disappeared as soon as the value and purpose of the arrangement were understood. The effect of this rule is to show the teacher that advancement to the highest grade of recognition and remuneration depends upon competency and consequent success.

This brings us to the second part of this question: how to relieve the schools of teachers already known to be unable to govern and instruct a class of pupils. A variety of methods have been suggested or proposed. The objection to them is, they almost, without exception, undertake to deal with the problem by imposing certain rules or requirements upon the entire teaching body. Subjecting the devoted, successful teachers to the same burdens and inferences that we wish to place upon the incompetent. In my judgment the only proper way to deal with cases of inefficiency is to treat the individuals in accordance with their special merits, and not place the many under limitations to reach the few.

While writing under the head of teachers, I wish to speak a word for the corps in our schools. This I do with satisfaction. As a body, they will bear comparison with any like body elsewhere. There is a forward movement all along the line. The spirit is good, the individuality and personal power of the great body of teachers are coming into prominence to the advantage of the teaching in the classes. There is a very manifest, I may say, eager desire on the part of many to investigate, master and apply better methods, to qualify themselves thoroughly for their responsible duties. Of course there are exceptions to this commendable showing.

I wish to speak just here of the general improvement that is steadily taking place in the discipline of the schools, and especially in individual classes. This most surely indicates a stronger moral power in the teacher and a better recognition on the part of the pupils of right and wrong, of justice and injustice, and that courtesy that should always characterize the bearing of a pupil towards his school companions and his teacher.

We now have thirty-four principals, four of whom teach a class as well as exercise the supervision of the principal. The number of classes under the direction of each of these principals ranges from two to twenty-four.

There are four hundred and thirty-four class teachers, four special, three female and one male. This does not include those engaged in evening schools, nor in the summer schools, which would swell the number to over five hundred. To select and determine the qualifications and to supervise the work of this large body of instructors, is a work of no small magnitude. The aid rendered in this work of supervision by the principals is invaluable.

I will close this discussion by quoting Superintendent Maxwell, of Brooklyn, as to his conception of the functions and importance of a principal, as found recorded in the Annual Report of Supervising Principal Gregory of Trenton, New Jersey:

"When the principal is a man who is accomplished in scholarship and endowed with gentlemanly instincts, who makes his work a study and a labor of love, who is himself an enthusiastic teacher, who thinks no detail of school administration beneath his notice, who does not imagine that he has mastered the entire science of pedagogy, but is eager to seize upon every improvement in methods, who sees that not knowledge alone, but the formation of character, of good habits, through the acquisition of knowledge, is the chief end of education; who is truthful, and never expresses an opinion which he does not believe, who is firm yet gentle and sympathetic with both teachers and pupils. When the principal is a man of this kind, progress is continued and rapid.

"Where the qualities described are wanting in the head of the school, progress, if it exists at all, is generally made through the teacher's exertions alone, and in spite of the opposition, either active or passive, of the principal."

OBITUARY.

The death of Mrs. Isabella Forbes, for years a teacher in the employ of the Board, occurred April 8, 1892, after a lingering illness. She entered the schools as teacher in 1878. During her long service she proved

herself a faithful and devoted teacher, securing and retaining the respect and confidence of all associated with her.

Suitable notice was taken at the Teachers' Institute.

PRINCIPAL CHANGES IN THE CORPS OF TEACHERS DURING THE YEAR.

Miss Ann E. Sayre was transferred from the Principalship of Wickliffe Street school to the position of Principal of the Warren Street school, dating Sept. 1st, 1892.

Mr. Fred.W. Fort from the Principalship of Hamburg Place Intermediate school to the Principalship of Hamburg Place Grammar school, dating from Sept. 1st, 1892.

Miss Elizabeth H. Belcher from the position of Vice-Principal of Commerce Street school to same position of Waverly Avenue school, to date from Sept. 1st, 1892.

CHANGES IN GRADE OF SCHOOLS AND SALARIES.

By unanimous action of the Board all Intermediate Schools were abolished, dating from Sept. 1st, 1892.

The Public School system now includes the following:

Primary Schools.	Industrial Schools.
Grammar Schools.	Colored School.
High School.	Evening Schools.
Normal and Training School.	Summer Schools.

The salaries of Primary School Principals with schools of over 12 classes, were placed at $1,800, dating from Sept. 1st, 1892.

PRIMARY SCHOOLS.

The value of this grade of schools, in our system, is not questioned. They lie at the very basis of the educational structure. Without a substantial foundation it cannot stand. The idea that pervades the minds of some—too many—that any one can teach the primary grades, is a pernicious and dangerous one. The very best training and experience are needed here. The Board of Education did a good thing for these schools when it placed the salaries of the teachers the same as in the grammar schools. This makes it possible to retain the expert primary teacher in the grade she is by nature, training and experience, eminently qualified to teach, without compelling her to pay for the privilege by receiving an inferior salary for superior service. The character of the primary teaching done in the schools is in the main to be commended. Many of these teachers are studious in preparation and devoted in the performance of duty.

The one point in this work that I would emphasize above all others, is the importance—I should say necessity—of giving these young beginners correct ideas and conceptions of their elementary work. Also that their powers of expression, oral and graphic, should be developed and trained to a high degree of freedom and accuracy.

The work of these early years in these schools should not be carelessly or imperfectly done. It is a great detriment—I may say a great wrong—to these pupils to push them on into the upper grades with imperfect

elementary preparation. It sometimes happens that such pupils are unable to spell and use correctly the words used in their primary course. This is wrong and should not happen. The only remedy for it is that the principal and class teacher shall see that all the work belonging to and assigned to them is effectually done once for all. When this is accomplished the progress of the pupil in his subsequent work will be unimpeded.

I know this kind of work will take time. There should be no hurry and crowding in this stage of the elementary work in the schools. The pupil should be moved along in his course no faster than is consistent with the mastery of every essential step.

The most successful means to accomplish this end, viz.: the correct and clear conceptions of the elementary steps in the child's primary course is the kindergarten training. This is why I consider it of great value to young children to receive some training in these methods. It is found from careful experience that children with kindergarten training make more rapid and much better progress, as a rule, than those who have never had this training.

Teachers who are imbued with the spirit and familiar with the methods of this kind of instruction, teach all other subjects, even in the advanced grades, with better success. This is to be expected, as the observational and experimental powers of the pupil are constantly appealed to by the teacher. I shall rejoice when the young children shall enter the primary school proper, through the kindergarten.

Number of distinct primary schools	22
Number of classes in same	130
Increase over last year	2
Number of primary departments in grammar school buildings	18
Number of classes in same	142
Total number of primary classes	272
Increase of primary classes for the year	8

These classes contained in the enrollment, 18,921; in the average enrollment, 13,577; average per teacher on the enrollment, 69.5; average per teacher on the average enrollment, 50.

A glance at the foregoing table shows an increase of two distinct primary schools, with an increase of eight classes for the year.

An increase in the enrollment of 580; a decrease in the average enrollment of 74. This certainly is not a discouraging showing. The insignificant decrease in the average attendance was caused, as has been elsewhere stated, by the small-pox outbreak.

School.	No. of Classes.	Average Enrollment.	Average Attendance.	Pupils Per Class.
Normal and Training—				
Training Department	6	297	241	50
Burnet Street	7	301	281	43
State Street	9	526	482	58
James Street	3	159	122	53
Washington Street	5	235	207	47
Marshall Street	5	217	189	43
Lawrence Street	5	189	168	38
Commerce Street	4	143	120	36
Colored	3	111	89	37
Lafayette Street	10	499	419	50
Newton Street	7	397	354	57
South Tenth Street	13	692	614	53
Camden Street	12	591	517	49

School.	No. of Classes.	Average Enrollment.	Average Attendance.	Pupils Per Class.
Thirteenth Avenue	9	520	447	58
Wickliffe Street Annex	4	191	155	48
Wickliffe Street	6	243	207	41
Summer Avenue	6	333	294	55
Webster Street	6	284	246	47
Franklin	7	376	326	54
Bloomfield Avenue	2	91	76	45
Elliot Street	7	287	251	41
Chestnut Street	7	302	262	43
Oliver Street	7	286	242	41
South Street	8	345	284	43
Walnut Street	8	304	266	38
Houston Street	2	104	87	52
South Eighth Street	7	376	324	54
Roseville Avenue	6	338	293	56
North Seventh Street	5	263	223	53
South Market Street	6	328	274	55
Hamburg Place	11	647	563	59
Hawkins Street	6	265	230	44
Clover Street	2	103	88	51
Morton Street	13	678	567	52
Eighteenth Avenue	14	734	640	52
Monmouth Street	14	757	660	54
Miller Street	8	442	379	55
Elizabeth Avenue	1	47	40	47
Central Avenue	7	373	324	53
Lock Street	4	203	174	51
Total	272	13,577	11,725	50

AVERAGE ENROLLMENT BY GRADES.

Month.	First.	Second.	Third.	Fourth.	Total.
September	2,560	3,171	3,657	5,030	14,418
October	2,634	3,114	3,667	5,222	14,637
November	2,541	3,082	3,450	5,006	14,079
December	2,351	2,760	3,110	4,245	12,466

Month.	First.	Second.	Third.	Fourth.	Total.
January.....	2,417	2,918	3,321	4,345	13,001
February.....	2,420	2,881	3,346	4,497	13,144
March.....	2,360	2,825	3,338	4,364	12,887
April.....	2,346	2,865	3,441	5,021	13,673
May	2,289	2,812	3,336	5,073	13,510
June.....	2,200	2,702	3,247	4,729	12,878
Average....	2,412	2,913	3,391	4,753	13,469

The above very conveniently shows the average membership in each grade of the primary schools for each month of the school year.

The proportionate number of pupils in the fourth grade or first year in school as compared with the first grade or fourth year in school, is, it will be seen about double.

GRAMMAR SCHOOLS.

Their progress is substantial. From year to year they show their efficiency. Their relation to the High School and the primary schools is close and of great importance in the course of instruction for the public schools.

As I set forth in the discussion of the extension of the grammar school course in the annual report for 1891, I am satisfied that more work can and should be done in these schools. I refer to that article found on pages 107–113. I simply emphasize here the views there set forth.

The grammar school should now assume its full function and place in the general course. While its work and training should constitute a thorough preparation for entrance upon the High School course it should also be a well rounded and completed course in and of

itself. The propriety of this will be readily seen from the fact that a large number of pupils complete their school course in the grammar school. I know that it has been accepted by many educators, without contradiction or even hesitation, that the chief and perhaps only function of the lower grade schools is to prepare pupils for promotion to the upper schools. While it is true that this preparation should be ample for this purpose it should also be an excellent preparation for the active work of life, so far as it goes. The danger in this direction is that many may accept the idea that a grammar school course is just as good for all practical purposes as a more extended course in the High School. I do not advocate any such conclusion. All education at every stage should have reference to its practical usefulness in the struggle of life.

I am confident that the modification and extension of the work in these schools, as recommended last year, can be done easily, as we improve in better methods and better teaching. The whole tendency of our work is in the direction of practical thoroughness and enlargement.

The following tables show the number of classes, the average enrollment, average attendance, and the number of pupils per teacher; also the average enrollment by grades. They will bear a careful study. For reference they are very convenient:

School.	No. of Classes.	Average Enrollment.	Average Attendance.	Pupils Per Class.
Burnet Street	8	307	294	38
State Street	1	34	32	34
Washington Street	9	345	312	38
Lawrence Street	7	274	249	39
Colored	1	51	41	51
Lafayette Street	6	245	217	41

School.	No. of Classes.	Average Enrollment.	Average Attendance.	Pupils Per Class.
Newton Street	10	450	413	45
South Tenth Street	3	134	125	44
Camden Street	2	91	82	45
Summer Avenue	8	353	326	44
Webster Street	6	235	216	39
Franklin	1	54	50	54
Elliot Street	2	76	67	38
Chestnut Street	8	277	252	35
Oliver Street	8	307	279	38
South Street	2	83	71	41
South Eighth Street	9	394	354	44
North Seventh Street	1	53	47	53
South Market Street	6	244	222	41
Hamburg Place	3	173	156	58
Hawkins Street	1	39	33	39
Morton Street	8	353	319	44
Eighteenth Avenue	6	202	184	34
Monmouth Street	2	98	88	49
Miller Street	8	349	314	44
Central Avenue	7	292	260	42
Total	133	5,513	5,003	41

AVERAGE ENROLLMENT BY GRADES.

Month.	First.	Second.	Third.	Fourth.	Total.
September	923	1,178	1,641	2,262	6,004
October	910	1,176	1,631	2,296	6,013
November	888	1,161	1,581	2,244	5,874
December	852	1,110	1,485	2,100	5,547
January	851	1,102	1,517	2,152	5,622
February	834	1,097	1,498	2,152	5,581
March	819	1,058	1,448	2,089	5,414
April	781	1,010	1,404	2,054	5,249
May	771	991	1,348	1,992	5,102
June	760	963	1,289	1,913	4,925
Average	839	1,085	1,484	2,125	5,533

The largest average enrollment in these grades was in the month of October; the next largest in September. The decrease began in November and continued until the close of the school year. As we go up in the grades, the decrease increases, being less than half that of the first year in the grammar grade.

The usual annual examinations for graduation from the grammar schools and thereby admission to the High School, occurred in the High School building, June 21 and 23, 1892. They were conducted by the Superintendent, under the direction of the Committee on Examinations.

The labor of these examinations was considerably lessened by the honorary promotions, based upon a high daily class record.

The care and responsibilty required in directing and supervising this work are considerable. The principals and class teachers and others associated with the Superintendent, were specially faithful in the performance of every assigned duty and deserve recognition, which is here given.

The pupils under examination were attentive and reliable throughout the entire test.

The number of applicants was 755; girls, 430; boys, 325; an increase of 11 over last year.

The number graduated, 682; girls, 403; boys, 279; an increase of 21 over last year.

Of the number graduated, 299 were admitted by "honorary graduation;" girls, 189; boys, 110; a decrease of 91 from last year; and 383 by examination; girls, 214; boys, 169; an increase of 112 over last year.

The number failed, 73; girls, 27; boys, 46; a decrease of 10 from last year.

Of the 755 applicants, 90.3 per cent. were admitted, and 9.7 per cent. were rejected.

In the above summary it will be seen that the number of honorary promotions was less by 91 than the preceding year, and the number presented for examination was greater by 102. This indicates that the danger of abusing the honorary promotion method is being removed by the experience and greater care of principal and teacher.

The pupils were tested with the following questions:

GRAMMAR.

1, 2, 3, 4. Using not less than thirty-five lines, describe Newark as to such particulars as you have observed, and most impress you, and about which you know most.

The teacher in judging the composition will note the following points:

(a) *The character of thought.*

(b) *Choice of words and clearness of expression.*

(c) *Capitals, punctuation, spelling and paragraphing.*

(d) *Arrangement and neatness.*

5. Analyze the following:

"*Woodman, spare* that tree!
Touch *not* a single *bough!*
In youth it *sheltered* me,
And *I'll protect* it now.
'Twas my *forefather's* hand
That planted it near his cot;
Then, woodman, let it stand,
Thy axe shall harm it not!"

6. Parse the words in *italics* in the fifth question.

7. Name the modifications that belong to the following parts of speech: Nouns, verbs, adjectives, adverbs, pronouns, prepositions and conjunctions. Designate each modification.

8. State the difference between a phrase and a clause; between a compound sentence and a complex sentence.

What are quotation marks; when and how should they be used?

Write sentences or a paragraph illustrating the foregoing elements. Underline each.

9. In sentences or a paragraph illustrate:

(*a*) The correct use of transitive and intransitive verbs.

(*b*) Active and passive forms.

(*c*) Singular and plural forms of verbs.

(*d*) Present and past participles.

(*e*) Regular and irregular verbs.

(*f*) Learn and teach.

Parse the participles.

10. How is the progressive form of the verb made up? Illustrate with a sentence. Write a brief social letter. Note with care the date, address, arrangement, punctuation, spelling, etc. Sign Henry Blank.

GEOGRAPHY.

1. Name and define the motions of the earth. Give the direction of each. Describe the principal effect of each. How is direction on the surface of the earth described?

2. Define latitude; longitude. With a circular diagram illustrate how it is reckoned. Give the reason why the length of the degrees of longitude vary as they approach the poles.

3. Name and define the relief forms of land.

4. What is climate? Give the general law governing climate. Give three modifications affecting the general law.

5. Describe the most important advantages of North America. Also give a brief description of its inhabitants, as to number, race, etc.

6. Describe the United States as to its rank among nations, population, general government and political divisions.

7. Locate and describe the following: The Narrows; Raritan Bay; Rhine River; English Channel. Locate the following cities and tell of what each is the capital: St. Paul, Madrid, Cairo, Vienna, Copenhagen.

8. Compare the New England States with the Southern States, Eastern division, as to location, area, climate, rivers, surface, natural advantages, chief industries and chief cities.

9. Name and describe the four important rivers that rise in the Alps. Name five leading countries in Europe and give the name and location of the capital of each.

10. Draw an outline map of the United States. Locate the Atlantic Highlands; the Rocky Mountains and the Pacific Highlands. Trace the Mississippi, St. Lawrence, Rio Grande and Missouri rivers. Locate the five largest cities.

ARITHMETIC.

1. A speculator bought 75 acres of land at $75 per acre, and sold it in plots 10 rods long by 99 feet wide at $250 a plot. How much did he gain by the transaction?

2. A farm containing 150 acres is 200 rods long; what is its width? What will it cost to build a wall around it at $4 per rod?

3. A tax of $12,500 is to be raised in a town the property of which is valued at $1,500,000, and there are 250 polls, each taxed at $2. What is the rate of the tax, and what is A.'s tax, whose real estate is valued at $6,000 and personal property at $3,000?

4. A merchant bought $6,500 worth of goods for cash, sold them on 4 months' time at 15 per cent. gain. He had the note discounted at 6 per cent. to pay the bill. How much did he gain?

5. The length of the side walk in front of the Prudential Building, Broad Street, is 117 ft. and the width 7 yards. The length on Bank Street is 68 yards, the width 15 ft. What did the entire walk cost at $2.60 per sq. yd?

6. A general wished to remove 80,000 pounds of provisions from a fortress in 9 days, and it was found that in 6 days, 18 men had moved but 15 tons. How many men would be required to remove the remainder in 3 days?

7. Bought a piano for $250; what must I ask for it that I may deduct 20 per cent. and leave 20 per cent. gain?

8. Analyze: A deer starts 150 rods ahead of a dog and runs at the rate of 30 rods a minute. The dog follows at the rate of 42 rods a minute. How long will it take the dog to catch the deer?

A boy spent 60 cents for a book, which was ten-twelfths of his money; with the remainder he bought oranges at 4 cents each. How many did he buy?

9. Smith and Jones graded a street for $857.50. S. furnished 5 men for 20 days and 6 men for 15 days; J. furnished 10 men for 12 days and 9 men for 20 days. What was the share of each contractor?

10. A line reaching from the top of a precipice 120 feet high on the bank of a river to the opposite side is 380 feet long. How wide is the river? What is the length of the edge of a cubical box that contains 46,656 cubic inches?

HISTORY.

1. Give some account of the discoveries made by the following navigators: Americus Vespucius, John Cabot, Balboa, Magellan.

2. Describe the Great Charter of Virginia and the branches of government under it. Also give an account of the Indian massacre.

3. Give an account of the conquest of New Jersey and its division. The settlement of East Jersey. The coming of Penn and the Friends to West Jersey. The reunion of New Jersey.

4. Give a brief description of the old-fashioned punishments of lying, swearing, scolding and drunkenness. Also the religious persecutions in Virginia and Massachusetts.

5. Tell in what lay the weakness and strength of the French in America. Give the causes of the war between the French and English in America. How long did this war last?

6. Tell what you know concerning the love of liberty in the colonists, and the early struggles for liberty in Virginia. Give cause and result of Bacon's Rebellion.

7. Give the causes of the American Revolution. Describe the Congress of 1774. Also the sending of British troops from Boston to Concord, and the battle of Lexington.

8. Describe the Constitutional Convention that met in Philadelphia in 1788. Name and define the three departments of the Federal Government.

9. Give a brief account of the repeal of the Missouri Compromise; the struggle in Kansas; the Dred Scott decision; the election of Lincoln.

10. What three political questions were settled by the Civil War? Name the five great additions to the territory of the United States made before the Civil War, and the one made after the war, and tell how they were made.

SPELLING.

"What are lands, and seas, and skies, to civilized man, without society, without knowledge, without morals, without religious culture? and how can these be enjoyed, in all their extent and all their excellence, but under the protection of wise institutions and a free government? There is not one of us who does not, at this moment and at every moment, experience in his own condition and in the condition of those most near and dear to him, the influence and the benefits of this liberty and these institutions. Let us then acknowledge the blessing; let us feel it deeply and powerfully; let us cherish a strong affection for it, and resolve to maintain and perpetuate it."

The result in spelling was somewhat disappointing to the teachers. The test consisted of two parts, as has been stated. 1st. A selected paragraph dictated to the pupils. 2d. The spelling of the words in the composition of the pupil as a part of the language work.

A large number of failures were made in both of these tests. The plan of judging the spelling by the pupils' use of words in the dictation and written exercises instead of selected words in columns, committed to memory for the only purpose of spelling them, will no doubt, in due time, correct this failure to spell the words in common use.

The plan is universally commended by the principals and class teachers.

SUMMARY OF THE EXAMINATIONS.

SCHOOL.	Applicants,		Admitted.				Rejected.	
			Honorary Graduation.		By Examination.			
	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.
Burnet Street	34	18	16	2	15	14	3	2
Washington Street	30	21	15	3	15	16	..	2
Lawrence Street	27	22	22	11	3	9	2	2
Colored	6	..	3	..	1	..	2	..
Lafayette Street	26	26	20	21	5	2	1	3
Newton Street	36	36	18	15	15	17	3	4
Summer Avenue	42	34	13	10	29	22	..	2
Webster Street	24	12	9	5	15	7	..	..
Chestnut Street	38	23	11	10	25	12	2	1
Oliver Street	42	16	22	11	17	4	3	1
South Eighth Street	30	27	12	4	17	17	1	6
South Market Street	22	10	6	3	14	6	2	1
Morton Street	13	17	8	6	5	8	..	3
Eighteenth Avenue	14	11	3	1	10	7	1	3
Miller Street	25	25	9	4	14	17	2	4
Central Avenue	10	15	2	4	7	8	1	3
Private	11	12	..	..	7	3	4	9
Total	430	325	189	110	214	169	27	46
Total	755		299		383		73	

Average Age of Girls Admitted ---------- 14 8
" " Boys " ---------- 14 6
General Average ---------- 14 7

Average Age of Girls Rejected ---------- 14 11
" " Boys " ---------- 15.
General Average ---------- 15.

Honorary Graduations and Promotions—June, 1892.

SCHOOL.	Grammar Department.				Primary Department.				Total.
	1st.	2d.	3d.	4th.	1st.	2d.	3d.	4th.	
Normal and Train'g—Train'g Dept....	..	..	..	..	11	9	4	27	51
Burnet Street.....	18	14	21	8	11	19	8	49	148
State Street.....	..	..	..	8	6	23	49	8	94
James Street.....	..	..	..	..	..	..	..	..	...
Washington Street.....	18	11	10	20	12	8	15	9	103
Marshall Street.....	..	..	..	..	10	5	30	..	45
Lawrence Street.....	33	12	11	14	10	24	..	..	104
Commerce Street.....	..	..	..	..	..	..	25	2	27
Colored.....	3	1	3	4	4	3	6	9	33
Lafayette Street.....	41	12	4	10	35	27	11	20	160
Newton Street.....	33	14	19	32	12	19	10	5	144
South Tenth Street.....	..	..	8	7	11	16	21	14	77
Camden Street.....	..	..	..	5	6	9	6	2	28
Thirteenth Avenue.....	..	..	..	..	13	16	12	13	54
Wickliffe Street Annex.....	..	.	..	..	..	2	4	15	21
Wickliffe Street.....	..	..	..	..	3	1	5	..	9
Summer Avenue.....	23	16	6	9	18	18	22	16	128
Webster Street.....	14	6	6	4	12	14	11	11	78
Franklin.....	..	..	..	13	8	..	8	4	33
Bloomfield Avenue.....	..	..	..	..	..	..	2	3	5

Honorary Graduations and Promotions—June, 1892.—*Continued.*

SCHOOL.	Grammar Department.				Primary Department.				Total.
	1st.	2d.	3d.	4th.	1st.	2d.	3d.	4th.	
Elliot Street	..	..	5	10	19	8	18	26	86
Chestnut Street	21	20	19	12	22	4	12	30	140
Oliver Street	33	24	35	23	9	13	15	15	167
South Street	..	..	5	6	1	6	2	7	27
Walnut Street	..	..	..	..	14	17	30	11	72
Houston Street	..	..	..	..	..	..	18	15	33
South Eighth Street	16	5	12	12	17	6	13	1	82
Roseville Avenue	..	..	..	..	4	5	8	9	26
North Seventh Street	..	..	..	16	9	6	12	5	48
South Market Street	9	13	5	5	9	5	17	25	88
Hamburg Place	..	..	12	13	22	20	26	33	126
Hawkins Street	..	..	..	7	9	2	6	8	32
Clover Street	..	..	..	..	5	4	6	12	27
Morton Street	14	12	14	10	9	13	19	29	120
Eighteenth Avenue	4	8	10	8	19	24	23	40	136
Monmouth Street	..	..	..	7	7	9	17	15	55
Miller Street	13	12	9	16	10	12	16	7	95
Elizabeth Avenue	..	..	..	..	..	..	2	..	2
Central Avenue	6	7	10	8	10	12	3	22	78
Lock Street	..	..	..	..	..	9	3	8	20
Total	299	187	224	287	377	388	515	525	2,802

Summary and Comparison of 1891 and 1892.

Grammar Department.

Honorary Graduations, 1891	390	
" " 1892	299	
Decrease		91
Honorary Promotions, 1891	1,049	
" " 1892	698	
Decrease		351
Total Decrease		442

Primary Department.

Honorary Graduations, 1891	462	
" " 1892	377	
Decrease		85
Honorary Promotions, 1891	1,873	
" " 1892	1,428	
Decrease		445
Total Decrease		530
Decrease, Grammar Department	442	
" Primary Department	530	
Total		972

THE BASIS OF PROMOTION.

There has been much thought and discussion by school authorities, and educators generally, concerning the elements that should enter into the consideration and determination of the fitness of pupils for advancement to the higher grades.

This discussion has revealed a wide difference of

opinion. Some would abolish all examinations for this purpose, and promote on the judgment of the teacher, or take the class record, which is practically accepting the judgment of the teacher as final. Others would rely almost entirely upon rigid examinations, under the impression that the teacher cannot escape from personal prejudices for or against the pupil in passing judgment from the daily class work. Others again, would combine the class record and the examination results, taking that as the final standard. Here again a difference of opinion and practice prevails as to the relative value of these elements. Some would make the examinations dominant, and the class standing subordinate, while others would reverse this relation, and others still would make them equal. There seems to be as many opinions and methods as there are individual teachers and superintendents, and examining boards. In the midst of all this confliction of opinion and practice, well may we exclaim: Who is right? Who is a safe leader?

All I can say is to express my opinion and explain our practice. In my opinion, all examinations, as a rule, should form a part of the plan of teaching. No plan or method of teaching is complete without suitable tests and examinations.

The evil complained of can be traced to an error very common among teachers, viz.: Making examinations an end instead of a means. Teachers teach for examinations; pupils study for examinations; schools and teachers are judged wholly by examinations; the whole scope and purpose, under this view, look forward to and end in examination. It must be evident to all who think and have a correct conception of the means and true functions of education, that teaching done under this view and for this purpose will fall far

short of such development and training as will truly educate and render self-helpful, the student.

This at once stamps the means and methods used to determine the fitness of the pupil to take a forward step, and to enter upon a higher grade of work, calling for developed and disciplined mental power, with skill in using it, a matter of serious importance. No pains or labor should be spared to reach a correct conclusion as to this fitness.

I am clear in my own opinion that no one of the elements or methods named and discussed in the foregoing, used exclusively, will bring us to the right conclusion. Truth and safety do not lie with any one of these alone, but in such combination and application as will not only allow but constrain the teachers to use sound psychological methods in all their teaching. This will class all examinations, tests, reviews, records, averages, etc., as means to an end and not an end in themselves.

The plan and method now in use to determine who shall be promoted or graduated in the public schools of Newark is as follows:

The three elements—

1. The daily class record, which contains the recorded judgment of the teacher, as formed from observation, of the pupils' habits of study, recitations, oral and written; tests, reviews.

2. The semi-annual examination, which covers the preceding instruction and the first half year's work. This examination involves original work, analytical and synthetical operations, and such discussions and memory tests as are necessary to carry forward the instruction and mental discipline of the class.

3. The annual examination, which is of the same character and has the same purpose as the semi-annual examination, only it is more advanced in its scope.

These are given equal value, each counting one-third.

The plan in this form has been in operation only this year, too short a time to form a reliable judgment upon the results. But it undoubtedly contains much promise. A larger experience on the part of the teachers; the elimination of some imperfections arising from lack of experience in the teacher affecting the accuracy of his judgment; the better methods of teaching which will surely come with the better appreciation and judgment of the teacher, will in my judgment make it possible to make promotions and graduations under this plan safely and justly.

I would urge a close study of the record of the results as found in the tables comprising the summary of the examinations.

The honorary pupils are not included in this plan, they being advanced upon a specially high class record for the year which exempts them from the annual examination.

HIGH SCHOOL.

The following table shows the number of graduates for each year since 1862, thirty-one years:

Year.	Males.	Females.	Total.
1862	8	..	8
1863	8	22	30
1864	6	8	14
1865	6	13	19
1866	8	16	24
1867	4	23	27
1868	4	25	29
1869	6	30	36
1870	7	34	41

Year.	Males.	Females.	Total.
1871	9	19	28
1872	10	30	40
1873	13	26	39
1874	14	18	32
1875	14	33	47
1876	17	46	63
1877	19	41	60
1878	32	47	79
1879	24	48	72
1880	26	39	65
1881	24	46	70
1882	21	53	74
1883	27	48	75
1884	30	40	70
1885	39	43	82
1886	42	53	95
1887	32	45	77
1888	27	63	90
1889	37	61	98
1890	51	49	100
1891	37	67	104
1892	43	44	91
Total No. of graduates	645	1,130	1,779

An average of fifty-seven each year.

The graduates for this year were distributed as follows:

English Course	16
Classical Course	2
Commercial Course	25
Ladies' Regular Course	44
Ladies' Classical Course	4
Total	91

Of the entire number of graduates, sixty-six were

of the four years' course, and twenty-five of the two years' course.

The foregoing table shows that the number of graduates for the thirty-one years since 1862, from the High School, is 1,779, of which number 645 were males, and 1,130 females. Many of these graduates are now among our most honored and successful citizens. A very large proportion of the female teachers in our schools have been taken from these graduates after a normal course.

The success in professional and all lines of business life of the great body of these graduates, reflects much credit upon the city of Newark, and its system of schools.

It is gratifying to know that of the total number, ninety-one, sixty-six took the four years' course, while but twenty-five took the two years' course. This would seem to indicate that the larger number are not only able but desire to take the longer course; surely a preference in the right direction.

The accommodations provided for this school are not at all in keeping with its strength and importance as an educational power in our city. Its influence is felt in two distinct directions. 1st. Upon all the schools and grades below it in stimulating and influencing their pupils to reach and possess its opportunities. 2d. Its success in preparing large numbers for citizenship and the active duties of life.

With enlarged accommodations and better facilities these beneficial results can and will be multiplied.

The tendency to continue and complete the full course is growing stronger steadily. This has been more emphatically manifested since the opening of the present school year, September last, than ever before in the history of the school. The causes, in part

at least, that are leading to this gratifying result, are found in several directions—

1st. Better teaching and, consequently, better preparation of the pupil for advanced work.

2d. Better counsels and more urgent interest by principals and the upper grade teachers in the progress of their pupils after they leave them. The influence from this source, I am sure, has never been fully appreciated and used.

3d. The sympathy of the teachers in the High School with the incoming classes in their struggles to understand and apply the methods of investigation, application and study necessary to enter successfully upon a course of advanced work. This is marked and gratifying.

4th. The admirable course in English now pursued systematically in all the classes in the female department, and in a more general way in the male department. The interest taken in this line of work by the pupils is one of the most gratifying and promising signs in our High School. Many pupils are retained in the school and constrained to complete the full four years' course by their love and interest in this delightful educative work.

I can repeat with increased emphasis what I said last year: "That the progress in the literary and classic English course, is highly satisfactory. The pupils are not only interested, but they are delighted, and in many instances enthusiastic. The teachers assure me that the culturing influence is decided, and that the love for reading and the taste for the best literature are being developed in a marked degree."

With the superior training and preparation that will surely result from the extension and enrichment of the grammar school course, as recommended, and now

under consideration; the High School may reasonably look for a very successful future.

Let us hope that soon this institution will be provided with a building commensurate with its size and importance.

COMMENCEMENT EXERCISES OF THE HIGH SCHOOL.

They were held in Jacob's Theatre, on Thursday evening, June 16, 1892. The usual large audience greeted the exercises of the graduating class. The class and the exercises were well received.

ORDER OF EXERCISES.

OVERTURE—"Bohemian Girl," - - - *Balfe*
MUSIC—"Jolly Fellows," - - - *Volkstedt*

ENTRANCE OF THE GRADUATING CLASS AT 8 O'CLOCK.

MARCH—Dedicated to the Class of '92, - - *Voss*
ORATION—"American Industries,"
FRED. A. LEHLBACH.
ESSAY—"Emerson Out of Doors,"
MISS ALBERTA MILLS.
ESSAY—"Tennyson as Laureate,"
MISS M. ELIZABETH NICOLS.
CHORUS—"In the Hour of Softened Splendor,"
BY THE CLASS.
ORATION—"Gold Lies Deep in the Mountain,"
WILLIAM F. CONE.
ESSAY—"Unser Land,"
STANLEY B. WESTERFIELD,
Commercial Senior.
MUSIC—"The Nightingale and the Frogs," - *Eilenberg*
ESSAY—"Imaginary Conversations at 'Ye Mermaid,'"
MISS MINNIE P. HARTNESS.

QUARTET—"More and More,"

MESSRS. DECKER, LEHLBACH, M'CALL AND URQUHART.

ORATION—"The Age in which we Live,"

WALTER S. DECKER.

ESSAY—"Rosalind and Portia,"

MISS MARGARET L. HEWITT.

CHORUS—"Madeleine,"

BY THE CLASS.

CLASS POETRY—Edited by

MISS ANNA E. SILL.

ORATION—"The Silver Question,"

FRANK M. POTTER, JR.

MUSIC—"Concert-Scene," - - - *Kiesler*

PRESENTATION OF THE CLASS FOR GRADUATION, by E. O. HOVEY, PRINCIPAL OF THE HIGH SCHOOL.

ADDRESS BY DR. NICHOLAS MURRAY BUTLER, OF THE STATE BOARD OF EDUCATION.

AWARDING OF DIPLOMAS, by JAMES L. HAYES, PRESIDENT OF THE BOARD OF EDUCATION.

GRADUATES OF 1892.

SENIOR BOYS.

William F. Cone,
Walter S. Decker,
Paul K. Douglas,
Samuel H. Gibian,
Edmund LeC. Hegeman
Walter W. Kane,
Fred. A. Lehlbach,
Louis Leroy,
Charles A. MacCall,
Henry W. May,
Frank M. Potter, Jr.,
Henry A. Scheppach,
Henry M. Tompkins,
Harry J. Turton,
Charles H. Urquhart,
William V. Van Blarcom,
Harrison Van Duyne, Jr.,
M. Royal Whitenack,

SENIOR GIRLS.

Ida Bailey,
Helen Baldwin,
Jeannette Hegeman,
Margaret L. Hewitt,

Annie Barth,
Alberta Bartow,
Bessie C. Bennett,
Carrie E. Beyer,
Josephine Berger,
Mary A. Boylan,
Regina H. Breidt,
Florence M. Coe,
Cora F. Cogger,
Caroline Conselyea,
Lunevra F. Crane,
Annie R. Deidrick,
Jane Pierson Dod,
Linda M. DeMott,
Mary E. Dunham,
Ida B. Edwards,
Ida M. Gable,
Ada Graham,
Carrie Grill,
Agnes Haddow,
Georgiana Hamel,
Minnie P. Hartness,
Julia May Horstmann,
Edith M. Jacobus,
Nellie R. Kane,
Lillie Kreiner,
Margaret J. Ledwith,
Bertha D. Littell,
Jessie MacGowan,
Alberta Mills,
Wilma Mulford,
M. Elizabeth Nicols,
Josephine L. Noble,
S. Elizabeth Noe,
Charlotte I. Pullin,
Ida M. Reeve,
L. Maude Rhodes,
Caroline S. Romer,
E. Josephine Sell,
Anna E. Sill,
Isabel Smith,
Leona C. Smith,
Clementine Tucker,
Minnie W. Williams.

Commercial Course.

Arthur A. Ames,
William Andres,
Robert A. Baldwin,
Oscar Bloch,
William Budd,
William Cooper,
Augustus C. Dunfee,
William Eggerking,
Leon Lewis Feist,
Joseph Fergg,
Frank E. Goode,
Otto F. Heinz,
Mortimer L. Hirsch,
Anthony Kroehl,
Henry W. Maull,
John H. McDonald,
George B. Merklinger,
Edward Morgan,
Floyd Poinier,
Julius C. Rauch,
William Walter Rose,
Thomas J. Scanlon,
Isador Seckeles,
Hugo C. Sippel,
Stanley B. Westerfield.

NORMAL AND TRAINING SCHOOL.

The following exhibits the enrollment, attendance and the number of graduates since the organization of the school:

	Average Enrollment.	Average Attendance.	Graduates.
1880	33	29	29
1881	28	25	27
1882	31	26	28
1883	37	34	36
1884	39	32	35
1885	36	32	35
1886	41	34	36
1887	55	49	53
1888	33	31	33
1889	43	40	..
1890	79	72	40
1891	81	72	43
1892	90	82	38
Total	626	558	433

This institution, in its present form as a daily Normal School, has been in operation since 1880, thirteen years. The enrollment, attendance and number of graduates are shown in the above table.

The plan for observation and practice in the primary and grammar school grades by the normal pupils is practically the same as has been in use for the past three years. While the results are not all we could desire, yet they are quite satisfactory.

The result in the grammar schools shows the plan to possess some decided advantages over the centralized method, that is having all this observation and practice work done in one practice school connected directly with the Normal School, and under the personal supervision of the principal of the Normal and Training

School. One of the advantages of great importance is, the practice teacher is brought into direct contact with the great public school as found in practical operation, and more or less modified by location and surroundings. Another advantage is the opportunity to observe the organization and supervision as to discipline, general management and methods of instruction by principals of different views, methods and executive ability. This proves a strong counteractive against imitative and routine methods.

The opportunities of the institution, both in the Normal and Practice departments, are being multipled and improved in many directions.

Mrs. E. S. Bates, a graduate of the Boston School of Elocution, has been appointed a teacher of voice culture in the Normal department. She began her work April 1st, 1892, and is still giving instruction in this subject. Her success is emphatic, and the results eminently satisfactory.

Miss Agnes V. Luther was appointed teacher of elementary science November 1st, 1892, in the Normal and Training departments. She gives two hours a week to the Normal department, and two hours a week to the classes in the Training department. These are model lessons for the benefit of the junior normal students.

The work done by the teachers in voice culture and science teaching is well received, and is creating much interest in the objective work of the school.

The one pressing need of this institution is better accommodations. It has always labored under many disadvantages in its work, on account of inadequate facilities. When Newark realizes the full value of its schools to the education of the city, and the necessity for thoroughly trained teachers for these schools, it

will, I doubt not, provide liberally for its Normal School.

COMMENCEMENT EXERCISES OF THE NORMAL SCHOOL.

The usual large and interested audience assembled in Association Hall, Monday evening, June 27, 1892, to witness these exercises. They were creditable, and gave much satisfaction.

PROGRAMME.

OVERTURE,—"Festival," - - - - - - - *Latam*

ENTRANCE OF GRADUATING CLASS, AT 8 O'CLOCK.

PRAYER.

ESSAY,—"American Women," - - - - - -

ANNIE MAY YOUNG.

PART SONG,—"Merry June," - - - - - -

BY THE CLASS.

Nettie A. Marlatt, *Accompanist.*

ESSAY,—"Art in the School-room," - - - - -

(Examination Thesis in Drawing Department,)

ISABEL J. AITKEN.

PART SONG,—"After the Rain," - - - - -

BY THE CLASS.

ESSAY,—"The Ideal Teacher," - - - - -

(Thesis in the Practice Department.)

RACHEL FRIED.

MUSIC,—"Honor to the Ladies," - - - *Fahrbach*

ORCHESTRA.

ESSAY,—"James Russell Lowell," - - - - -

MARY ARRANDALE ANDREW.

TRIO,—"The Twilight Star," - - - - - -

BY THE CLASS.

ESSAY,—"School-room Decoration," - - - -
(Examination Thesis in the Practice Department,)
NELLIE L. SMALLEY.

ADDRESS,
JAMES M. GREEN, PH. D.,
Principal of the State Normal School.

MUSIC,—Selections from the Opera "The Oolah," - *Lecocq*

PRESENTATION OF CLASS FOR GRADUATION, - - -
PRINCIPAL K. S. BLAKE, PH. D.

AWARDING OF DIPLOMAS,
JAMES L. HAYS,
President of the Board of Education.

MUSIC,
ORCHESTRA.

GRADUATES FOR 1892.

Isabel J. Aitken,
Lulu B. Albertson,
Mary Arrandale Andrew,
Nellie M. Badgley,
Lucy Ellen Baker,
Eva E. Bayley,
Mary E. Bennett,
Florence M. Burtchaell,
Margaret C. Delaney,
Mabel W. Dixon,
Lena E. Egner,
Antoinette Forbes,
Rachel Fried,
Leonora R. Gaffy,
Julia A. Harlow,
Georgia Hegeman,
Belle Henry,
Maud G. Hogan,
Laura E. Hunt,
Minnie L. Lewis,
Nettie A. Marlatt,
Mona M. May,
E. Louise Melick,
Theresa C. Navatier,
Kate Nichols,
Margaret A. Nichols,
Bertha A. Redding,
Abby Dean Reeve,
Annie C. Rudd,
May I. Sherman,
Nellie L. Smalley,
Susie H. Vieser,
Josephine D. White,
Amelia A. Wilkins,
Mabel A. Willoughby,
Flora York,
Annie May Young,
Carrie May Welcher.

SUMMER SCHOOLS.

These seem to have become a permanent part of the public school system of our city. They are very popular, and are welcomed most heartily by the parents of a large number of children, who cannot leave the city for recreation during the long vacation. The length of the session, and the somewhat special character of the daily exercises make the schools exceedingly attractive, as well as instructive to the children attending.

It is my opinion that these summer schools in our large cities is a solution of the problem what to do with the large numbers who are compelled, for various reasons, to remain in the city throughout the entire summer.

The prevention of wild roving habits in the streets, out from under the controlling influence of parents and teachers, is a matter of the most serious importance to society. I think it cannot be questioned that the bringing together some part of each day, thousands of these children who otherwise would be in the streets, and putting them under pleasant and restraining influences must result in great good.

The interest in this kind of school is wide spread, and numerous enquiries are received for information concerning their success in Newark. It appears our city stands almost alone in regard to this grade and character of work. As stated last year, it seems almost certain that schools of this kind will be, in a few years, organized in many of our large cities.

The recommendation of the Superintendent to transfer the school located in South street building to Oliver street, was carried out and proved a decided success, organizing and maintaining three large classes throughout the term.

School.	No. of Classes.	Number of Pupils Enrolled. Male.	Female.	Total.	Average Attendance.
Newton Street.....	7	249	210	459	240
South Tenth Street..	7	213	179	392	246
Wickliffe Street.....	4	108	92	200	117
Webster Street.....	4	133	118	251	149
Oliver Street.....	3	79	112	191	120
Hamburg Place.....	7	197	225	422	279
Morton Street.....	14	449	356	805	456
Total.....	46	1,428	1,292	2,720	1,607

The following exhibits the various ages of the children attending:

School.	7 to 8	8 to 9	9 to 10	10 to 11	11 to 12	12 to 13	13 to 14	14 to 15	Over 15
Newton Street.....	103	95	99	78	53	26	4	1	..
South Tenth Street.	99	82	71	53	44	28	12	3	..
Wickliffe Street....	44	31	30	38	22	19	11	4	1
Webster Street....	51	50	56	43	20	14	6	8	3
Oliver Street.....	31	34	42	36	17	22	9	..	..
Hamburg Place...	122	88	67	67	42	29	4	3	..
Morton Street.....	173	158	178	120	79	60	29	4	4
Total.....	623	538	543	435	277	198	75	23	8

The following shows what schools the pupils attended before entering the summer schools:

School.	Public School.	Private School.	No. School.
Newton Street.....	369	73	17
South Tenth Street.....	324	50	18
Wickliffe Street.....	141	56	3
Webster Street.....	178	73	..
Oliver Street.....	152	26	13
Hamburg Place.....	383	36	3
Morton Street.....	704	81	20
Total.....	2,251	395	74

Reference to the above shows that the larger proportion of the pupils in attendance came from the public schools. Three hundred and ninety-five came from private schools, and 74 had attended no school.

The increase over 1891 is in the registry 239; in the average attendance, 130. These facts tell their own story.

EVENING SCHOOLS.

The following statistical tables are submitted. They show the condition of the schools as to registry, attendance, etc.

The number of pupils registered, 3,214; males, 2,470; females, 744. An increase of 339 over last year.

Number of teachers employed in the evening schools 73; males, 33; females, 40. An increase of 10 over last year.

The following table shows the enrollment, attendance, etc., for the year ending March 1, 1892:

School	Enrollment.	Average Enrollment.	Average Attendance.	Per Cent.	Length of Term.
Advanced Evening..	128	79	61	77.2	5 mos.
Lafayette Street....	558	342	240	70.1	5 mos.
Newton Street.....	443	270	221	81.8	5 mos.
Webster Street.....	327	204	150	73.5	5 mos.
South Market Street,	396	267	186	69.6	5 mos.
Morton Street,.....	672	375	265	70.6	5 mos.
Eighteenth Avenue.	362	232	171	73.7	5 mos.
Central Avenue....	328	182	143	78.5	5 mos.
Total.....	3,214	1,951	1,437	73.6	5 mos.

The average nightly membership in each school for each month is shown in the following table:

School.	Oct.	Nov.	Dec.	Jan.	Feb.	Ave.
Advanced Evening.....	117	82	73	70	53	79
Lafayette Street.....	473	386	359	268	223	342
Newton Street.....	387	285	245	233	198	270
Webster Street.....	294	215	191	174	147	204
South Market Street...	351	298	263	219	203	267
Morton Street.....	604	467	345	255	205	375
Eighteenth Avenue.....	313	261	236	193	158	232
Central Avenue.....	284	226	152	135	115	182
Total.....	2,823	2,220	1,864	1,547	1,302	1,951

The above table, showing the nightly membership of each school for each of the five months of the term, presents the condition as to attendance in a very convenient form for reference and study. The gradual decrease from the opening of the term to the close is seen from month to month.

The matter of sustained attendance is all important, and how to secure it should receive our best consideration and irregular attendance removed if possible.

The evening schools have many difficulties to contend with that the day schools do not suffer from seriously. Chief among these is irregular attendance. The complaint concerning this evil is general, coming from all cities having evening schools. Almost at the beginning of the term the attendance begins to fall off. If this could be corrected, it would be a great gain to the value and efficiency of the evening school, an institution largely depended upon to educate the large and constantly increasing adult foreign population that is coming among us. These schools have a great work to do in reaching this foreign element, now so large and so rapidly growing. This makes it all the more necessary that they should be well managed, thoroughly organized in every respect, and specially strong

in the teaching force. There should be no place here for those who desire to earn a little money by working a little overtime. The very best teaching experience that can be secured should be placed in these schools. We have some notable examples demonstrating what can be done by this kind of teaching talent in stimulating, interesting and retaining large classes through the term.

The most effectual means known to secure punctual and regular attendance, is the punctual, regular, enthusiastic, and every way competent teacher. This necessity met, all other things will be forthcoming in due time.

The subject matter of the course of instruction for these schools is of the greatest importance. In connection with the ordinary branches, as reading, arithmetic, writing, some geography and language instruction, a line of work or exercises closely related to the business and industrial interests, and the duties of citizenship should be presented here at stated times.

This kind of instruction presupposes that the teacher of these classes is posted as to what is going on around him, in the common every day experience of life—the current events of every day, as set forth in the many lines of the world's activities. Such a man or woman will secure and hold the attendance and attention of any evening school class every evening in the week. I know it is not easy to find such teachers, but let us set up the standard and seek to reach it.

These miscellaneous exercises should occasionally be open to the public by special invitation. The object and the result of this would be to interest the public, and thereby awaken a deep and more general interest in these schools and the work done in them.

The steady strain, five nights in a week, of lesson

study and recitation after the hours of daily labor in the shop, factory, home, etc., given by almost all the pupils attending these classes, is pretty severe, and a little let up is very acceptable. This line of work contemplated in connection with these miscellaneous exercises will in a measure, at least, meet this need, and at the same time they recreate, they will impart interest and useful information. I also think that some musical exercises and instruction could be introduced occasionally with much profit to the pupils and the substantial interests of the school. This is a suggestion for consideration.

The opening of the schools for the term 1892 and 1893 last October, was somewhat seriously interfered with by the very rigid enforcement of the rule for vaccination. The small pox outbreak had aroused public sentiment and the Board of Education to the importance of exercising vigilance and promptly using effectual measures to prevent the spread of this loathsome and much dreaded disease, one of the most contagious known.

The principals of all the schools, day and evening, were directed to enforce the vaccination rule and admit no pupil into the schools without a certificate from a physician, or a certification of the principal of previous vaccination or attack of small pox.

The result of this rigid enforcement was that large numbers, especially of the older applicants, who did not present certificates as required, were not admitted, and failing to obtain them were lost to the registry of the schools. In some cases not more than one-half of those who applied were finally received into the school.

While the purpose of the rule is all right and should be carried out, the method of doing it needs some

modification. This, indeed, was done by the committee in providing a physician to visit each school, make the necessary inspection and grant the certificate. While this helped in a large number of instances, it came a little too late, and many failed to enter the schools.

In consequence of this decrease in the registry the classes have been smaller in size than usual, and some twenty classes have been consolidated with other classes and, consequently, that number of teachers withdrawn from service in these schools.

This difficulty will not be likely to occur again, as the committee is now able to deal with it successfully.

The Advanced Evening School has undoubtedly taken its place as a permanent part of the Evening School Department of our city. The interest in it by the students is deeper and stronger than at any time since its organization. It will, in due time, exercise much the same influence upon the district evening schools that the High School does upon the grammar and primary schools.

The course of instruction best adapted to the substantial interests of this institution is now pretty well ascertained by actual use in the school. The teachers, all of them, have been earnest and successful in their efforts to establish the school upon a substantial practical basis.

EVENING DRAWING SCHOOL.

The development and growth of this important school have been almost phenomenal. From a very small beginning in one small class room in Commerce Street building, some dozen years ago, it now has an enrollment of over 600, divided into ten divisions or classes, viz.: Three in the Mechanical department;

three in the Architectural, and four in the Free Hand, which includes cast drawing and designing.

Clay modeling should be introduced here as soon as possible. It is now demanded as a necessary part of the complete course.

The school has promptly outgrown all its accommodations heretofore. First, Commerce Street rooms, then Upper Library Hall, then two floors over the State Banking Co., on Market street. At the opening of the term, October last, it moved into a new building on Washington street and the canal, a building constructed on purpose for it from plans furnished by the principal, Mr. Carl F. Rehmann. It contains four floors, all fitted in good shape and furnished to suit the requirements of the different departments of work pursued in the school.

At the opening of the school last October, for the first time since its organization, ladies were admitted. A class of over forty was formed and thus far has done good work. Objections on moral grounds, urged heretofore to the admission of females, have not been realized. There is no reason why females should not have the same opportunities that males have. These girls are engaged in our manufacturing establishments.

The following are the statistical details for the year ending April 1, 1892:

Number of pupils enrolled in each department:

Mechanical Drawing	142
Architectural Drawing	139
Freehand Drawing	390
Total	671

Average enrollment for each month:

	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Aver.
Mechanical Class I....	20	20	19	18	17	16	18
Mechanical " II...	28	28	26	26	20	14	24
Mechanical " III..	42	42	44	43	30	34	39
Architectural " I....	10	8	6	7	7	6	7
Architectural " II...	26	22	17	16	19	19	20
Architectural " III..	38	40	38	32	30	29	35
Freehand " I...	24	20	20	22	18	16	20
Freehand " II..	23	19	19	18	17	15	18
Freehand " III..	74	68	74	74	64	54	68
Freehand " IV..	122	94	77	67	61	52	79
Total.....	407	361	340	323	283	255	328

Average attendance for each month:

	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Aver.
Mechanical Class I.....	18	16	14	15	14	16	16
Mechanical " II....	25	22	22	16	15	13	19
Mechanical " III...	39	37	35	29	25	28	32
Architectural " I.....	8	5	5	6	6	6	6
Architectural " II....	23	17	14	12	15	16	16
Architectural " III...	33	34	32	26	25	25	29
Freehand " I.....	21	18	15	17	14	14	17
Freehand " II....	22	14	14	14	14	14	15
Freehand " III...	61	54	56	58	49	44	54
Freehand " IV ...	108	81	58	53	51	42	65
Total.....	358	298	265	246	228	218	269

GRADUATES OF 1891-'92.

MECHANICAL CLASS.

Frederick W. Baumbusch,
Richard Clark,
William A. Cunliffe,
Edward Duerner,
George W. Jackson,
Henry Klee,
Frederick W. Lambert,
Herman Langammer,

Sydney Moores,
Louis H. Nealy,
Anton Ochs,
Frank P. Oesle,
Charles Ohl,
George Pfuelb,
Adam Sauer,
John E. Torrance.

ARCHITECTURAL CLASS.

Jacob Kreutler,
Matthew Layer,
Joseph Morrissey,
George Mossbacher,
Adolph Sieder.

HEALTH RECORD OF TEACHERS AND PUPILS.

The following table shows, in a condensed form, the deaths among teachers and pupils, and the general health of teachers and pupils.

By an examination of this record it will be seen that but two deaths occurred among the teachers, and that the general health of the teachers was good during the year. It also shows that ninety-five deaths occurred among the pupils, and that the general health of the pupils was not as good as in past years. The number of deaths was greater than in any previous year. This was caused by an unusual prevalence of contagious diseases.

Since the opening of the present school year, last September, the general health throughout the schools has been good among both teachers and pupils.

The physical culture instruction, under the supervision of Mr. Lory Prentiss, is making commendable progress. The attendance of the Normal pupils at the gymnasium is very general, and the classes are interested in the work and are doing good work.

In a short time a sufficient number of teachers will be so well trained in this work that it can be syste-

matically and thoroughly introduced into every class in our schools. I am satisfied that from twenty to twenty-five minutes should be given to this body training every day. The remaining time for intellectual training will yield a larger result in consequence thereof.

Every school should have a gymnasium well fitted up for this work, and all pupils should be as regularly trained in physical work as in the other subjects of the school course.

School.	Deaths. Teachers.	Deaths. Pupils.	General Health. Teachers.	General Health. Pupils.
Normal and Training	..	3	G.	G.
High	..	..	G.	G.
High Annex	..	..	G.	G.
Burnet Street	..	10	F.	F.
State Street	..	7	G.	G.
James Street	..	..	E.	E.
Washington Street	..	..	G.	F.
Marshall Street	..	..	G.	F.
Lawrence Street	..	..	E.	E.
Commerce Street	..	..	E.	E.
Colored	..	..	G.	G.
Lafayette Street	..	1	G.	G.
Newton Street	1	..	V. G.	V. G.
South Tenth Street	..	4	E.	E.
Camden Street	..	6	G.	F.
Thirteenth Avenue	..	..	V. G.	V. G.
Wickliffe Street Annex	..	..	V. G.	V. G.
Wickliffe Street	..	2	G.	P.
Summer Avenue	..	1	E.	G.
Webster Street	..	2	G.	G.
Franklin	..	..	G.	G.
Bloomfield Avenue	..	..	G.	G.
Elliot Street	..	2	F.	G.
Chestnut Street	..	2	G.	G.
Oliver Street	..	7	G.	F.
South Street	..	6	G.	F.

School.	Deaths. Teachers.	Deaths. Pupils.	General Health. Teachers.	General Health. Pupils.
Walnut Street	..	3	G.	P.
Houston Street	..	..	G.	G.
South Eighth Street	..	2	G.	G.
Roseville Avenue	..	2	G.	G.
North Seventh Street	..	3	E.	G.
South Market Street	..	10	F.	F.
Hamburg Place	..	3	G.	G.
Hawkins Street	..	4	V. G.	F.
Clover Street	..	..	G.	G.
Morton Street	1	3	V. G.	V. G.
Eighteenth Avenue	..	2	G.	G.
Monmouth Street	..	7	G.	G.
Miller Street	..	1	G.	F.
Elizabeth Avenue	..	..	G.	F.
Central Avenue	..	2	G.	P.
Lock Street	..	..	G.	P.
Total	2	95	3 F.	4 P.
			28 G.	10 F.
			5 V. G.	20 G.
			6 E.	4 V. G.
				4 E.

[P., Poor; F., Fair; G., Good; V. G., Very Good; E., Excellent.]

LIBRARIES.

The relation of the library to the school is very close, its influence is very great and rapidly increasing. The methods of instruction are changing in nearly all subjects taught in consequence of the library methods that are finding their way into our schools. This is especially true and marked in historical, geographical and literature studies. The pupils are encouraged and required to investigate and carry forward a research by consulting and comparing a number of authors. This is one of the most valuable acquirements the student can possess.

The Free Library is very largely used by the teachers and pupils of the public schools and with much advantage. This aid is becoming more and more valuable.

Some little time ago, in connection with the Superintendent, the Librarian addressed a communication to the principals inquiring as to the extent and kind of use made of the books by the teachers and pupils in their schools. The returns almost without exception show commendable results.

The following table exhibits the financial condition and the number of volumes in each library.

The growth, while not specially rapid, is steady; 769 volumes were purchased during the year. The schools are prompt in raising money for the purchase of books to supplement the appropriation by the State.

I would urge the principals and teachers to watch the extension and use of the library with zealous care. The character of the books and the manner in which they are used, both by teacher and pupil, are of vital importance.

SCHOOL.	Amount Received from the State. During the Year.	Amount Received from the State. Previously Received.	No. of Volumes Purchased During the Year.	No. of Volumes Purchased Previously Purchased	No. of Volumes On Hand.
Normal and Training		$60 00	92	501	593
High		100 00	123	2,155	2,278
Burnet Street	$10 00	70 00	84	644	728
Washington Street		30 00	31	502	533
Marshall Street		30 00	2	21	23
Lawrence Street	10 00	60 00	...	326	326
Commerce Street		60 00	...	50	50
Lafayette Street		40 00	...	376	350
Newton Street	10 00	50 00	28	477	505
South Tenth Street		30 00	...	68	65
Camden Street	10 00	50 00	65	406	400
Warren Street		40 00	...	116	123

SCHOOL.	Amount Received from the State. During the Year.	Amount Received from the State. Previously Received.	No. of Volumes. Purchased during the Year.	No. of Volumes. Previously Purchased.	No. of Volumes. On Hand.
Summer Ave....		$50 00	21	787	749
Webster St.....	$10 00	110 00	46	470	516
Franklin.....	20 00		161	...	161
Elliot St.....			...	...	67
Chestnut St.....		60 00	...	582	582
Oliver St.....		90 00	25	910	935
South St.....		40 00	...	148	148
Walnut St.....	10 00	80 00	5	325	330
South Eighth St..	10 00	70 00	47	277	322
Roseville Ave...		20 00	6	6	13
South Market St.		20 00	...	222	216
Hamburg Place.	10 00	50 00	47	237	254
Clover St.....			...	...	79
Morton St.....		70 00	...	951	877
Eighteenth Ave..	10 00	110 00	75	517	432
Monmouth St..		20 00	...	50	50
Miller St.....		70 00	31	361	209
Central Ave.....	10 00	110 00	28	434	461
Total.....	$120 00	$1,590 00	917	11,919	12,375

In addition to the foregoing, the following schools, which have since been abolished, have received money from the State: Summer Avenue Annex School, $30; Thomas Street School, $40; Houston Street School, $30; Eighteenth Avenue Annex School, $20. Total, $120.

The books purchased with this money have been transferred to other schools.

TRUANCY AND IRREGULAR ATTENDANCE.

In discussing the matter under the head of compul-

sory education, in the annual report for 1891, I used these words:

"Truancy and all forms of irregular attendance are growing and troublesome evils in all large and growing cities. It requires constant vigilance and great stringency to remove or prevent them. The truant law is designed to assist in doing this work."

The practical non-enforcement of the compulsory school law makes it very difficult to reach many of these cases with the means now in the hands of the Board of Education.

I think this whole matter, so far as truancy and non-attendance are concerned, should be placed under the control of the Board of Education, who should employ one or more men to promptly take care of all cases needing attention.

This, of course, will require a suitable sum of money to carry it out.

I would again recommend that a sufficient sum of money be asked for to enable the Board to enforce this law.

I would repeat the suggestion made last year that the schools be divided into four groups of from eight to twelve schools each, and to each group assign an officer, he to take charge of two evening schools, also.

Truancy and irregular attendance are more prevalent in the evening schools than in the day schools.

I am more than ever satisfied that we need some provision here in our city for the special care and training of these truants and street wanderers.

I have recommended, several times, that an ungraded school for this purpose be established at some central point, and placed under the care of a teacher or teachers specially qualified for such work.

There are two plans that may be considered in connection with this matter.

1st. The plan just suggested, of a central school.

2d. The establishment of a class for this purpose, say in three of the schools in the city. These to be located where most convenient.

Each plan has advantages peculiar to itself. The central school can be more thoroughly organized and supervised by teachers and officers. The schools or classes in different parts of the city will be more accessible to those who may attend them, and probably would be less open to objection on accouut of their special reformatory character. Some arrangement of this kind should be made.

This in no way would relieve the principals or teachers from responsibility and duty. In fact, by holding each school strictly responsible for truancy and irregular attendance the teachers will be made to feel, all the more, the necessity of greater vigilance and effort.

THE SCHOOL EXHIBIT FOR THE WORLD'S COLUMBIAN EXPOSITION.

The State Board of Education of New Jersey appointed a committee to arrange for and superintend the preparation of a State school exhibit for the World's Columbian Exposition, which will open May, 1893, in Chicago.

The State Superintendent, as chairman of this committee, called the committee together, and arrangements were at once made to organize and prepare a plan for the purpose of securing a creditable exhibit from New Jersey.

The State Superintendent directed the city and county superintendents to direct and supervise the preparation of the work in their respective counties and cities.

In our city the matter was presented to the Board of Education, which authorized the Committee on Text Books and Examinations to furnish the necessary material for the class exhibition work.

The Superintendent appointed a committee of conference to assist in planning, collecting and selecting the specimens for transmission to the exposition.

The subjects were so assigned and distributed in each school, that while each class was not called upon for more than two subjects, the whole course was covered by the school.

All the pupils in each class took the exercise given, and four of the best papers or specimens were selected for the exhibit. This arrangement interested every class, and placed all the pupils in healthy competition.

The principals, teachers and pupils took up the work with much spirit and zeal.

The result of this throughout the city was that over two thousand specimens of work, covering all the subjects in the school course, were forwarded to the Superintendent's office, where they were critically examined by the committee selected for that purpose by the Superintendent.

These were examined by a number of the teachers and others and highly commended.

The work in drawing and form study under the special direction of the drawing teacher, Miss Sarah A. Fawcett, was also carried forward in the same energetic way, the result being very satisfactory.

The Superintendent directed that all the work not forwarded to the Superintendent's office should be

carefully filed away, subject to future direction, if it should be thought best to have a city exhibit near the close of the year.

It is the opinion of all who have inspected this work that Newark schools have no reason for discouragement or to feel at all dissatisfied with their exhibit for the World's Columbian Exposition.

MUSIC.

This subject does not and has not received the consideration and place in the instruction in our schools that its value as an educational force demands.

Its importance in a course of instruction in a system of schools is not, as a rule, very well appreciated. I shall not undertake, for want of time and space, to discuss it as an educational factor. Among intelligent school men music, as an educational force in our public school course and as an efficient means of æsthetical culture, is fully accepted. Others, however, cannot or do not see in this subject much practical utility in the common school training. The feeling in the Committees on Teachers and Text Books and Examinations is decidedly in favor of placing music in the curriculum and instruction in the class on a par with the others.

But little in the way of teaching music as a science and an art has been done in past years, although a great deal of song singing has been done in most of the schools. I think it is not too much to say that the song singing is better done now than ever before. In some few classes fortunate enough to have teachers who have received a musical education and training, the subject has been well taught and the classes have made some progress, at least in reading music at sight.

What is done in these few classes should be done in all.

For several years a teacher had a very general charge of music in the High School, giving one singing exercise per week in each of the departments. While this accomplished all that could be expected under the circumstances, it did not and could not give very satisfactory returns. Much better instruction was given in the Normal department of the Normal and Training School. Regular class instruction was given here with fair results. The teachers going out from the Normal School have carried with them some musical training.

What is needed now is a competent musical director to take charge as a special teacher of the musical instruction of the teachers and schools of the city. With the assistance of this director the subject should be thoroughly reconstructed and placed upon a sound teaching basis. All the classes should then be placed as soon as possible under systematic instruction in music.

Of course the subject, in the main, must be taught by the class teacher. To make this possible and successful, all the teachers should at stated times be instructed and trained in music. This, in connection with the teaching in the Normal School, will soon place the teaching of music in the schcols in a prosperous condition.

A joint meeting of the Committees on Teachers and Course of Study and Examinations was held, and the subject was considered, and the Joint Committee passed a resolution instructing the Superintendent to appoint a committee of lady class teachers to consider, with the Superintendent, the subject, and mature and report a plan for teaching music in the classes of our schools.

This committee was appointed and held a number of meetings with the Superintendent, and plans were outlined and matured and embodied in a report to the Joint Committee. 1st. Recommending that music be scientifically and systematically taught in all the classes in the schools. 2d. That the first three years in primary course the Tonic Sol Fa system be used preparatory to staff notation instruction. 3d. That a musical director be appointed, with at least one assistant, to direct and supervise the musical instruction of the schools.

The report was accepted and the recommendations concurred in, and the appointment of a director referred to Teachers' Committee, and the reconstruction of the musical course to the Text Book and Course of Study Committee.

The subject is now in the hands of these committees awaiting their action.

When the plan outlined in the foregoing is put in practical operation the music teaching in our schools will begin satisfactory work, with some promise of results.

DRAWING.

The progress of our schools in this subject is attracting marked attention from other cities and art teachers. The systematic and progressive manner in which the work is carried forward is commendable and has its influence on the other work in the schools.

Occasionally we hear some complaints about the severe strain and labor it imposes upon the teacher. This will be guarded against; the teachers' burdens are heavy enough without unnecessarily weighting them. We find, almost without exception, that when

the teacher becomes thoroughly familiar with the exercises connected with the drawing instruction, the difficulties that at first seem almost insurmountable fade away.

The introduction of the new drawing books, changing the presentation, character and plan of the drawing exercises or lessons, has undoubtedly increased the difficulties of the teacher somewhat. A reasonable time will remove all that.

The drawing teacher has met, during the year, with the teachers in the different grades a number of times and carefully explained the plan and purpose of the lessons and exercises, and has presented and illustrated the methods of giving the lessons.

The success thus far with the new books is encouraging, and we look forward to most satisfactory results in this department of our school course.

I would remind all that no real excellence can be attained without severe and persistent labor.

The practical application of drawing to the development and illustration of all other subjects is most aptly and pleasingly brought out in the work done for the Columbian exhibit. It shines forth on every page and in almost every line. Drawing is one of the most apt and effective methods of expression.

I would here recommend that an exhibit of the drawing and all the work done in the schools be made some time near the close of the year, or soon after the opening of the next year. The beneficial influence of the exhibit in drawing and writing, given some few years ago, was felt for a long time.

COURSE OF STUDY.

Under the head of the Extension of the Course of

Study in the primary and grammar schools I discussed, at some length, last year, the propriety and the advantage to the pupils and our system of schools, of the extension, by some modifications of the course, for these schools.

The revision or modification of a course of study is no easy matter. There are some who seem to think that a course of study is a thing not to be changed. I think an unchangeable course would mean no advancement. Conditions, circumstances and requirements change; so should the course of study when the true interest and progress of the school require it.

No course is or can be above criticism. Progress means change. What is satisfactory to-day may not be to-morrow, for the simple reason that the demands of the morrow may be different from those of to-day. This seems to be our case now. The requirements that were considered satisfactory some few years ago are not so now, for the simple reason the system has extended, the schools have grown in numbers and strength, the gradation is closer and more effective, and let us hope the methods of instruction are better adapted to the young mind, and therefore we can and should do more and better work.

There is no reason why the ground now practically covered the first year in the High School, should not be as well, perhaps better covered in the senior grade of the grammar school.

Since making the recommendations concerning the extension of the primary and grammar school course in last year's report, I have still further investigated this matter by examining the work done in the grades, and many interviews with principals, teachers and superintendents from several large cities where this same

line of work has been under consideration, and in actual operation for some time.

My convictions are stronger than ever, that the recommendations urged in last report touching this matter should be at once considered, and immediate steps taken to introduce them.

I am glad to state that at a recent meeting of the Board a resolution looking towards the accomplishment of this result was introduced, and referred to the Committee on Course of Study, who now have it under consideration.

Of course the change should be a gradual one—step by step—until the grade aimed at is reached.

TEACHING GEOGRAPHY.

This is an old time subject in our school curriculum. We have all taken our training in geography. The geography class was and is a necessity. The daily lesson in this subject comes in regular order almost from the day the child enters school until he leaves it. Yet it is surprising and disappointing to realize the fact that very little practical geographical knowledge is acquired by the pupil.

Naturally the inquiry comes, why is this? A subject that runs the gauntlet of the entire school course, should leave some substantial results behind it. I am happy to say that we have some very gratifying exceptions to this general desert of results. There are teachers and classes that are making commendable progress in this work. They are discovering the reasons for so much failure here.

I do not wish to discuss this topic here any further than to direct the attention of the principals and the

teachers to the fact of the small results and the principal reasons therefor.

In comparing the plan and method of instruction of the two classes of teachers we find that the one depends upon, and uses almost altogether the memoriter verbal descriptive method. Lessons are assigned, consisting of so many pages or paragraphs or questions to be learned, that is memorized and recited to the teacher. This constitutes the great body of geographical instruction given by the teacher and received by the pupil. This continues through the pupil's whole school course. All the knowledge of geography he carries with him when he leaves school are the few isolated facts or verbal statements that his verbal memory may hold.

A moment's thought reveals this, that his observation powers have not been called into action, his imagination has not been appealed to by comparing what he has observed or seen with what he verbally describes. His power to relate effects, as seen and noted to their causes, has not been thought of, much less called into action. Is it at all strange that the pupil's interest in this subject is at a very low level, and that the results are so discouraging?

A glance at the other class of teachers, noted above as exceptions, we discover that the plan, purpose and method are widely different, in fact, of a directly opposite character.

1st. The plan is to present and teach geographical knowledge through the action of the proper faculties of the mind.

2d. Geography is a means and not an end. Its whole value consists in its influence upon the mind of the pupil. It is true that such action of the mind always leaves true knowledge behind it. This is the natural result and cannot be prevented.

3d. The recognition of the fact that geography is largely an observational study, and that those methods, means and appliances, that bring into action these powers, will give the most satisfactory results.

4th. The large and constant use of the graphic art: That is maps, charts, diagrams, pictures and contour and relief forms. These command the attention and appeal directly to the constructive imagination of the child. He is enabled to see, mentally, what he describes orally. Not all teachers, I fear, comprehend the difference between seeing mentally and describing what is seen, and remembering what is verbally stated, and telling what is simply remembered.

The true relation of map drawing to geographical teaching is not well understood by many teachers. There are two phases of map drawing which should be carefully distinguished by the teacher.

1st. Map drawing as a means of teaching geography. Here the map, or sketch, or partial outline is for the purpose only of presenting to the mind of the pupil the geographical ideas the teacher wishes to teach. While this should be skilfully and neatly done it is in no sense to be considered as a work of art, and therefore an end in itself. When it has served its purpose it is removed.

2d. The artistic drawing of the map, to an accurate scale and with a high degree of finish. It is easy to see that both of these exercises have their place and value.

I have watched with increasing interest those schools and classes where the subject is presented and taught as a means and not an end in itself.

I would urge principals and teachers to examine with critical accuracy the purpose, plan, methods and graphic appliances they are using in teaching this important and delightful subject.

I would add just here that some of the most effective teaching of geography I have seen has been in connection with history teaching. The pupil realizes the value and use of geographical knowledge as applied here as he cannot elsewhere. In all subjects where place is a matter of importance geography becomes an invaluable servant, and should always be required to do good service.

READING.

This, in methods of presenting and teaching and in subject matter taught and read, is undergoing a very great change, I think, for the better. This gratifying improvement was initiated and is now carried forward under the better conception of reading as an educational factor as well as result.

The first step was the introduction of the supplementary reading books. This reading matter has awakened in the pupils—large numbers of them—a desire to read; a taste for literature of the very best kind. The reading lesson is a delight rather than a monotonous listless exercise. This, of course, applies mostly to the higher grades, which are able to understand and appreciate, though some of the older pupils in the primary classes are beginning to read these books with much interest and improvement.

I would caution the teachers, however, not to abandon the regular class reading book, and the drill work in oral, and expressive reading. This is a great accomplishment, really a fine art, and should not be neglected and lost under the fascination of these beautiful stories, myths, legends, historical romances, information and science reading. This need not happen, as the training of the elocutionary and expressive powers

can be had in the reading of the supplementary matter as well as the selected matter found in the ordinary class reader.

The art of reading is a great art, and should be taught as such. Every child should leave his school course able to read well, both orally and silently, and with a taste for good literature.

The art of silent reading should be taught as thoroughly as oral reading. Both are of great value; one for information and knowledge mainly, the other for expression.

Without the power to instantly recognize and express the thought found on the printed or written page, the pupil cannot make intelligent progress in his educational course. If the teachers fully recognize the absolute necessity of this, and will base their methods and instruction upon this necessity, and persist in their efforts, they will succeed.

The young pupils, in their struggles in mastering the art of reading should be required to read a number of readers of about the same grade of difficulty before advancing to harder reading. The advantage of this is evident. The pupil is brought into contact by frequent use of a constantly increasing number of words within the range of his vocabulary and thought, and yet under different constructions and combinations. This is the most effectual means I know of to teach the meaning of words through their use. This course persistently followed wlll surely make good readers.

The early language lessons may be easily and delightfully carried forward with these reading exercises. In fact reading is an important phase of all true language teaching.

At the very beginning of these lessons the spelling —that is the representation by the right letters—of all

the words used in the written exercises should be rigidly insisted upon. No pupil should be permitted to leave a word used in his written work until he can spell it; correct spelling should become a habit and not left to accident or uncertainty. If this course is realized in its full force and lived up to by the teacher, good spelling will become the rule and poor spelling the exception.

LANGUAGE TEACHING.

The best evidence I know of the number and character of the ideas and thoughts of a person is found in the language he uses. The key to all the work done for and by the pupil is the language work. It transcends all other subjects as educational means in its power upon the mind. It is the instrument of the mind. All other subjects, as objects of thought, depend upon it. All must stand in reverence before it.

Much time and considerable experimenting have been expended upon language teaching without reaching as yet very satisfactory results. There seems to be a lack of systematic, well defined purpose, with simple, direct, well applied methods to reach that purpose.

What is the trouble? There is, doubtless, a number of reasons why better progress is not made. What are the leading faults in our teaching of language? Superintendent Gregory, of Trenton, says the faults in teaching language in Trenton are, viz.: "Failure to train the observation; deficiency in oral work; isolation of the language teaching, *i. e.*, failure to co-ordinate it with the other subjects, and lack of systematic purpose." These are undoubtedly faults more or less general in language teaching in all schools.

The power to use our mother tongue with ease and elegance, is no easy attainment, and cannot be fully accomplished during the early years of child life. It is a product of slow growth, requiring time and considerable maturity, with much practice under intelligent instruction. If this be well done the language of the child forms the basis for the language of the man. This attainment of good, vigorous English must be reached incidentally in a somewhat round about way, by easy steps. It cannot be done by one, or even a number of great efforts. Every step, however, should look towards the end sought, and lead directly to it.

The child's first knowledge of language is acquired through the ear by talking in imitation of what he hears. If he hears nothing but good language he will use only good language. I have in mind just now a little girl who is remarkable for her use of fine language, seemingly far above her years and maturity. The secret of it is, she, in her home life, has never heard anything but good language.

The child learns to talk well by and through conversation. This part of the teacher's work is of great importance, for the conversation lessons are a great aid in leading the child to an easy, ready and discriminating use of words. It is here that he gradually comes to know the different shades of meaning in the words. This is well illustrated by the foreigner who has learned the English from the dictionary and by writing and translating. His often comical mistakes in the use of words are well known to us all. This arises from his deficient conversational practice. My point here is to impress upon the teacher the great aid that may be derived from this practice in teaching the meaning of words through their use.

One of the best school exercises I know for this pur-

pose is to frequently require the pupil to relate or tell in a conversational manner (be careful to avoid the stiff memoriter recitation style) in clear, simple language, incidents found in his own experience, or give descriptions of what he has seen or heard, or anything with which he is familiar. That this exercise may serve its purpose the pupil must have familiar knowledge of what he describes. Full knowledge is an essential to easy and accurate expression.

The reason so many of our language exercises fail to bring the expected and desired results is, the child is required to tell or describe what has been told him or that he has read instead of giving what he has learned through the exercise of his own powers of observation. In the one case he remembers and recites, in the other he tells what he feels and knows.

The teacher can satisfy herself by attempting the same exercise, viz.: give a description of what you have read and of what you have seen and appreciated.

Of course written exercises should early accompany the oral lessons. Oral language is a bird on the wing, and cannot always be held long enough for close examination. The written forms can be examined as often as need be. The pupil can soon be taught to discover his own errors and omissions, and correct them. This is of great value to the pupil educationally, and to the teacher in relieving her from much routine drudgery. The powers of observation of the child are wonderfully developed and trained by this practice of self criticism. Of course the teacher is the guiding spirit through it all.

The vocabulary of the pupil is of the greatest importance, and should receive the close attention of the teacher through the entire school course. The child does not learn his first words from the dictionary. Do

not understand me as underrating this essential book to every student. It should be within reach of every pupil, and at the proper stage in his course, he should be taught to use it skillfully and constantly. What I wish to direct attention to is the fact that the early vocabulary is obtained by seeing, hearing and using the words many times in their right relations. Here is the key to all true success in teaching the meaning of words. In many instances the dictionary definition only becomes clear when the words are placed in their right relations to other words.

In all language teaching, composition work, covering all forms of expression and descriptions, should accompany and form a prominent part of the training throughout the course.

Permit me, in closing this imperfect article, to caution the teachers not to undertake to remove all difficulties, correct all mistakes and shortcomings, or to expect to reach full success all at once. This cannot be done. If you undertake it, you will fail utterly and probably will give up in despair. Work well with good methods, patiently, and then wait for the harvest.

Remember that nothing is well and easily done until it becomes habitual by repetition and much practice.

CONCLUSION.

In bringing this report to a close, I desire to say that while the schools suffered some serious interruptions, yet at the close of the year they showed a substantial increase in numbers, and commendable progress, and instead of discouragement we have much to encourage.

The Board, in caring for this most important department of the city, has been vigilant and active in the performance of duty.

I thank the teachers for their continued efforts with me in furtherance of the best interest of the schools.

Also the secretaries and clerks for their co-operation, and especially for the cordial and efficient assistance rendered in the Superintendent's Department during his long absence.

I desire to heartily thank the Board for the substantial manner in which it remembered me, and for the long leave of absence it cheerfully and unanimously gave to me.

Respectfully submitted,

WM. N. BARRINGER,
City Supt. of Public Schools.

PART III.

APPENDIX.

SCHOOL DIRECTORY.

BUILDINGS.

SCHOOL DIRECTORY.

BUILDINGS.

NORMAL AND TRAINING.

Location, Market street, near the Court House.
Erected, 1847.
Opened, January 2d, 1848.
Enlarged, 1883.
Class Rooms, Eight.
Janitor, PATRICK ENNIS, 110 Warren street.

HIGH.

Location, Washington street, corner Linden.
Erected, 1853–54.
Opened, January 7th, 1855.
Enlarged, 1883.
Improved, 1886.
Class Rooms, Nineteen.
Janitor, RICHARD WHITE, 196 Plane street.

HIGH SCHOOL ANNEX.

Location, 103 Washington street, near Bleecker.
Rented.
Opened, September 15th, 1888.
Class Rooms, six.
Janitor, MRS. JULIA BLAKE, 90 Shipman street.

BURNET STREET.

Location, Burnet street, between Orange and James.
Erected, 1868–69.
Opened, September 6th, 1869.
Class Rooms, Sixteen.
Janitor, JOSEPH GLASS, 250 High street.

STATE STREET.

Location, State street, near Broad.
Erected, 1846–47.
Opened, 1874.
Enlarged, 1882.
Class Rooms, Ten.
Janitor, FRANCIS J. GRIFFIN, 50 M. & E. R. R. avenue.

WASHINGTON STREET.

Location, Washington street, near Kinney.
Erected, 1868.
Opened, September 3d, 1868.
Class Rooms, Fourteen.
Janitor, ANDREW J. DAY, 87 West Kinney street.

MARSHALL STREET.

Location, Marshall street, corner Coe's place.
Opened, October 23d, 1882.
Purchased, November 21st, 1888.
Enlarged, 1888–89.
Class Rooms, Six.
Janitor, MRS. JAMES COZINE, 34 Coe's place.

LAWRENCE STREET.

Location, Lawrence street, foot of Clinton.
Erected, 1872–73.
Opened, September 1st, 1873.
Remodeled, 1890.
Class Rooms, Twelve.
Janitor, WILLIAM E. JACKSON, 25 Division place.

COMMERCE STREET.

Location, Commerce street, east of Lawrence.
Erected, 1846–47.
Opened, September, 1880.
Class Rooms, Six.
Janitor, SAMUEL R. CARR, 127½ Commerce street.

COLORED.

Location, rear Commerce street building.
Erected, 1860.
Enlarged, 1868.
Opened, as a Colored School, 1874.
Class Rooms, Four.
Janitor, SAMUEL R. CARR, 127½ Commerce street.

LAFAYETTE STREET.

Location, Lafayette street, corner Prospect.
Erected, 1848–49.
Opened, July 27th, 1849.
Enlarged, 1863; 1870–71; 1881; 1884.
Class Rooms, Sixteen.
Janitor, PETER BIRCH, 78 Lafayette street.

NEWTON STREET.

Location, Newton street, near South Orange avenue.
Erected, 1866–67.
Opened, September, 1867.
Enlarged, 1868.
Burned, June, 1871.
Rebuilt, September–October, 1871.
Enlarged, 1873.
Class Rooms, Seventeen.
Janitor, CHAS. F. CLARK, 498 South Eighteenth street.

SOUTH TENTH STREET.

Location, South Tenth street, corner Blum.
Erected, 1870.
Opened, January 2d, 1871.
Enlarged, 1879; 1888–89.
Class Rooms, Fourteen.
Janitor, NICHOLAS MORGENSTERN, 509 South Tenth street.

CAMDEN STREET.

Location, Camden street, near Sixteenth avenue.
Erected, 1883–84.
Opened, September 5th, 1884.
Class Rooms, Twelve.
Janitor, JACOB KERN, 302 Camden street.

THIRTEENTH AVENUE.

Location, Thirteenth avenue, corner Richmond street.
Erected, 1887–88.
Opened, November 19th, 1888.
Enlarged, 1891–92.
Class Rooms, Sixteen.
Janitor, JOSEPH WINCKLHOFER, 149 Thirteenth avenue.

WARREN STREET.

Location, Warren street, between Wickliffe and Wilsey streets.
Erected, 1891–92.
Opened, September 12th, 1892.
Class Rooms, Eight.
Janitor, GARRET CONLON, 81 Wilsey street.

WICKLIFFE STREET.

Location, Wickliffe street, corner School.
Erected, 1848–49.
Opened, as a Grammar School, 1849.
Opened as a Primary School, September 1st, 1873.
Class Rooms, Six.
Janitor, ELIZABETH WALSH, rear of school.

SUMMER AVENUE.

Location, Summer avenue, near Second.
Erected, 1883–1884.
Opened, September 5th, 1884.
Class Rooms, Twelve.
Janitor, GOTTFRIED BIEBER, 62 Seabury place.

WEBSTER STREET.

Location, Webster street, corner Crane.
Erected, 1855–56.
Opened, April 20th, 1857.
Class Rooms, Twelve.
Janitor, HUGH COYNE, 27 Seventh avenue.

"FRANKLIN" SCHOOL.

Location, Fifth avenue, corner Cutler street.
Erected, 1889.
Opened, September 16th, 1889.
Class Rooms, Eight.
Janitor, GEORGE W. JANIFER, 190 Ridge street.

BLOOMFIELD AVENUE SCHOOL.

Location, 178 Bloomfield avenue.
Rented.
Opened, September 14th, 1891.
Class Rooms, Two.
Janitor, FANNY MORRIS, 344 Broad street.

ELLIOT STREET.

Location, Elliot street, corner Summer avenue.
Erected by Woodside Township.
[Woodside annexed April 5, 1871.]
Opened, September, 1871.
Rebuilt, 1881.
Enlarged, 1890.
Class Rooms, Nine.
Janitor, MILES I. COEYMAN, 732 Summer avenue.

CHESTNUT STREET.

Location, Chestnut street, near Mulberry.
Erected, 1859–60.
Opened, September 24th, 1860.
Enlarged, 1870.
Class Rooms, Sixteen.
Janitor, JACOB CONNOLLY, 21 Scott street.

OLIVER STREET.

Location, Oliver street, near Pacific.
Erected, 1869.
Opened, September 6th, 1869.
Class Rooms, Fifteen.
Janitor, JAMES G. SCOTT, 128 Oliver street.

SOUTH STREET.

Location, South street, corner Hermon.
Erected, 1883–84.
Opened, September 5th, 1884.
Class Rooms, Twelve.
Janitor, JOHN BARRETT, 155 Tichenor street.

WALNUT STREET.

Location, Walnut street, near Jefferson.
Erected, 1862.
Opened, January, 1863.
Remodeled, 1877.
Class Rooms, Eight.
Janitor, EDWARD DELANEY, 273 Walnut street.

ANN STREET.

Location, Ann street, between New York avenue and Elm road.
Erected, 1891–92.
Opened, September 12th, 1892.
Class Rooms, Eight.
Janitor, THOMAS H. DILLON, 61 Napoleon street.

SOUTH EIGHTH STREET.

Location, South Eighth street, near Central avenue.
Erected, 1872–73.
Opened, September 1st, 1873.
Class Rooms, Twelve.
Janitor, ARTHUR MCLEAVEY, 249 South Tenth street.

ROSEVILLE AVENUE.

Location, Roseville avenue, near Orange street.
Erected, 1883–84.
Opened, April 16th, 1884.
Class Rooms, Six.
Janitor, JAMES QUINN, 52 Bergen street.

NORTH SEVENTH STREET.

Location, North Seventh street, near Fifth avenue.
Erected, 1860, on Roseville avenue site.
Removed, 1874, to its present location.
Opened, September 6th, 1874.
Class Rooms, Six.
Janitor, A. OTTMAN, 302 North Seventh street.

SOUTH MARKET STREET.

Location, South Market street, corner Mott.
Erected, 1855–56.
Opened, May 4th, 1857.
Class Rooms, Twelve.
Janitor, MICHAEL CLARK, 13 Clover street.

HAMBURG PLACE.

Location, Hamburg place, near Ferry street.
Erected, 1881–82.
Opened, April 10th, 1882.
Enlarged, 1885–86.
Class Rooms, Fourteen.
Janitor, MRS. MARGARET WECKENMANN, 42 Wall street.

HAWKINS STREET.

Location, Hawkins street, near Ferry.
Erected, 1887–88.
Opened, January 3d, 1889.
Class Rooms, Eight.
Janitor, WM. BAUMGARTNER, 29 Brill street.

MORTON STREET.

Location, Morton street, corner Broome.
Erected, 1851.
Opened, November 24th, 1851.
Enlarged, 1861; 1869; 1881.
Class Rooms, Twenty-one.
Janitor, JOHN F. PATZ, 219 West Kinney street.

EIGHTEENTH AVENUE.

Location, Eighteenth avenue, corner Livingston street.
Erected, 1871.
Opened, September, 1871.
Class Rooms, Nineteen.
Janitor, JOSEPH MESMER, 81 Fairview avenue.

MONMOUTH STREET.

Location, Monmouth street, between Spruce and Montgomery.
Erected, 1886–87.
Opened, May 2d, 1887.
Class Rooms, Sixteen.
Janitor, WILLIAM OVERGNE, 100 Waverly place.

WAVERLY AVENUE.

Location, Waverly avenue, between Bergen and Kipp streets.
Erected, 1891–92.
Opened, October 20th, 1892.
Class Rooms, Eight.
Janitor, JOHN LIND, 118 Barclay street.

MILLER STREET.

Location, Miller street, near Sherman avenue.
Erected, 1880–81.
Opened, June 1st, 1881.
Enlarged, 1887–88.
Class Rooms, Fourteen.
Janitor, CHARLES GRIFFITHS, 29 Miller street.

ELIZABETH AVENUE.

Location, Elizabeth avenue, between Stanton and Bigelow streets.
Erected by Clinton Township.
[Part Clinton Township annexed.]
Opened, September 1st, 1869.
Closed, June 1st, 1881.
Reopened, April 4th, 1892.
Class Rooms, Two.
Janitor, MRS. MARY WILDEMANN, 185 Pennsylvania avenue.

CENTRAL AVENUE.

Location, Central avenue, near Newark street.
Erected, 1871–72.
Opened, September, 1872.
Class Rooms, Fourteen.
Janitor, THOMAS JOHNSON, 66 Newark street.

LOCK STREET.

Location, Lock street, between Central and Sussex avenues.
Erected, 1866–67.
Opened, April, 1867.
Class Rooms, Four.
Janitor, MARTIN MARONEY, 16 Lock street.

INDUSTRIAL SCHOOLS.

JAMES STREET.

Location, No. 8 James street.
Class Rooms, Three.
Janitor, LOUIS V. HANKE, 15 James street.

CLOVER STREET.

Location, Clover street, near Merchant.
Class Rooms, Two.
Janitor, JACOB RAISNER, 51 Clover street.

These buildings are owned by corporations, from whom the Board rents school rooms.

School Directory.

TEACHERS.

SCHOOL DIRECTORY.

TEACHERS.

NAME.	SCHOOL.	RANK.	ADDRESS.
Ackerson, Ella C	Lawrence Street P.	Assistant	310 Sixth ave.
Adams, Alvia C	South 8th Street G.	1st Assistant.	17 Gould ave.
Adams, Myra W	Webster Street P.	Assistant	144½ Fourth ave.
Alden, Mary L	Hawkins Street P	"	95 Emmet st.
Allen, Ardelia H	High	1st Assistant.	56 Park pl.
Allen, Jane E	Washington St. G.	V. Principal.	24 Franklin st.
Alyea, Cornelia L	Lawrence Street P.	Assistant	3 Eighth ave.
Ames, Mrs. Mary M	13th Avenue P	"	122 Orchard st.
Anderson, Anna	Camden Street P.	"	111 Spruce st.
Anderson, Henry S	Lawrence Street G.	Principal	208 South Sixth st.
Andrew, Mary A	Burnet Street P	Assistant	19 Warren pl.
Anthony, Lizzie	Warren Street P.	"	32½ Webster st.
Antz, Natalie	High	3d Assistant.	56 Taylor st.
Arbuckle, Jennie M	South Street P	Assistant	108 Bleecker st.
Arndt, Elizabeth K	North 7th Street P.	"	105 North Seventh st.
Aschenbach, Mary C	South 10th St. P	H'd Assistant	Vailsburg, N. J.
Avery, Sarah A	Central Avenue G.	Assistant	122 Halsey st.
Baird, Margaret	18th Avenue G	V. Principal.	102 Sherman ave.
Baird, Margaret J	Newton Street G.	Assistant	204 Plane st.
Baldwin, Anna A	Newton Street P.	"	27 Bathgate pl.
Baldwin, E. Belle	Morton Street P	"	171 Fourth ave.
Baldwin, Emma F	Hamburg Place G.	V. Principal.	23 Warwick st.
Baldwin, Lucasta C	North 7th Street P.	Assistant	37 Myrtle ave.
Baldwin, Mary A	Bloomfield Ave P.	"	28 Fulton st.
Baldwin, M. Lillian	Chestnut Street G.	"	71 Pennsylvania ave.
Ball, Hattie E	18th Avenue P	"	109 Sherman ave.
Barnard, Charlotte R	Washington St. P.	"	63 Astor st.
Barnett, Edith C	Lawrence Street P.	"	32 Clay st.
Baxter, Anna W	Webster Street P.	"	183 Mt. Prospect ave.
Baxter, James M	Colored	Principal	15 Elm st.
Beach, Della W	Lock Street P	Assistant	113 Plane st.
Beam, Sarah E	Oliver Street G	1st Assistant.	23 Warwick st.
Beardsley, Emma E	Chestnut Street G.	1st Assistant.	158 Quitman st.
Bedell, Mary E	South Street P	Assistant	37 Chestnut st.
Belcher, Elizabeth H	Waverly Avenue P.	V. Principal.	Irvington, N. J.
Belcher, Katherine F	Chestnut Street P.	Assistant	90 Clinton ave.
Beltaire, Annie L	Central Avenue P	"	33 Morton st.
Bennett, Laura J	Burnet Street G	1st Assistant.	114 Orange st.

TEACHERS—Continued.

Name.	School.	Rank.	Address.
Bensen, Carrie W	South Market St. G.	1st Assistant.	18 Taylor st.
Berry, Arisena	Monmouth Street P.	Assistant	47 Parkhurst st.
Berry, Estelle V	Miller Street G	"	47 Parkhurst st.
Betts, Margaret E	Elliot Street P	"	35 Clark st.
Beyer, Augusta M. H	Oliver Street P	"	99 Elm st.
Bimbler, Marie C	State Street P	"	322 Broad st.
Bingham, Cora E	Miller Street P	"	90 Wright st.
Bingham, Lizzie M	Wickliffe Street P	"	26 Newton st.
Bird, Mary R	Lafayette Street P	"	113 Bruen st.
Bissell, Wm. E	Burnet Street G	Principal	290 High st.
Blake, K. S	Normal & Training	"	798 Highland ave.
Bogan, Margaret A	Hawkins Street P	Assistant	82 Prospect st.
Bolton, Amy L	Elliot Street P	"	25 Taylor st.
Boughner, Emily	South Market St. G.	"	287 Walnut st.
Bowers, Ida	Monmouth Street P.	V. Principal	343 Washington st.
Brackin, M. Fannie	Webster Street P	Assistant	24 Mt. Prospect ave.
Bradford, Mary A	Elliot Street P	"	23 Wakeman ave.
Branum, Sarah N	Chestnut Street G	1st Assistant.	15 Chestnut st.
Bristol, Kate L	South 8th Street P	Assistant	24 Bathgate pl.
Brookfield, Eliza A	State Street P	Principal	100 Central ave.
Brookfield, Sarah A B	State Street P	Assistant	100 Central ave.
Brown, M. Florence	Morton Street P	"	154 Somerset st.
Buchanan, Fannie L	Lawrence Street G	1st Assistant.	201 Mt. Pleasant ave
Buehler, Annie J	South Market St. P.	Assistant	81 Oxford st.
Burgyes, Annie S	North 7th Street P	"	24 Gould ave.
Burgyes, Edith	Camden Street P	"	24 Gould ave.
Burnett, Priscilla	13th Avenue P	"	112 Thirteenth ave.
Burns, Mary C	Lafayette Street P	"	36 Elm st.
Burritt, Eva Egerton	Chestnut Street P	"	27 Brunswick st.
Bush, Ida J	Lock Street P	"	947 Broad st.
Buttle, Irene M	Lafayette Street P	"	22 Franklin st.
Büttner, Marie	High	Teacher in charge of German	68 Park pl.
Camden, Marian D	Burnet Street P	V. Principal.	56 Park pl.
Canfield, Jennie B	Central Avenue G	1st Assistant.	116 Orange st.
Carter, S. Fannie	Walnut Street P	Principal	38 East Park st.
Cashion, Lilian I	Morton Street P	Assistant	29 Morton st.
Cation, Lizzie	Morton Street P	"	54 Orchard st.
Chedister, Louise	Morton Street P	V. Principal.	75 South Tenth st.
Christie, Emma C	Lafayette Street G	Assistant	31 Lafayette st.
Clark, Joseph	Lafayette Street G	Principal	48 East Kinney st.
Clark, Laura A	Miller Street P	Assistant	92 Miller st.
Clark, Mabel L	18th Avenue P	"	68 Hillside ave.
Clark, Mary F	Hamburg Place P	"	76 Elm st.
Clark, Mildred L	Chestnut Street P	"	48 East Kinney st.

TEACHERS—Continued.

Name.	School.	Rank.	Address.
Clarke, Agnes B	Hamburg Place P...	V. Principal.	475 Clinton ave.
Coates, Harriet S	Commerce Street P.	Assistant	7 West Park st.
Coe, Cornelia S	Lawrence Street P.	"	46 Mt. Pleasant ave.
Coe, Jessie D	Newton Street G ...	1st Assistant.	Nutley, N. J.
Coe, Jessie L	Webster Street P....	Assistant	46 Mt. Pleasant ave.
Coleman, Mary A	Washington St. G...	"	500 Washington st.
Collard, Thomas T	North Seventh St. P.	Principal	23 Kearny st.
Cone, Anna G	Newton Street G....	Assistant	119 Wickliffe st.
Conover, Margaret D	Lawrence Street G .	"	45 Division pl.
Conover, Susie B	State Street P	"	45 Division pl.
Cook, Laura	Central Avenue G...	"	69 Eighth ave.
Cooper, Rebecca	South 10th Street P.	"	13 Elm st.
Cornwell, Gertie L	Marshall Street P....	"	162 Garside st.
Cory, Mrs Catharine B	James Street Ind....	Principal.	209 Plane st.
Cottrell, Katharine	Burnet Street P	Assistant	9 Fulton st.
Coult, Eliza A	Summer Avenue P. .	H'd Assistant	58 Mt. Pleasant ave.
Coult, Hannah M	High	3d Assistant .	58 Mt. Pleasant ave.
Courtois, Trinette H	Burnet Street P	Assistant	68 Burnet st.
Crane, B Flora, Ph M	High	1st Assistant.	464 Orange st.
Crane, H. Louise	Camden Street P....	Assistant	95 W. Kinney st.
Crane, Helen S	Washington St. P...	"	95 W. Kinney st.
Crater, Mrs. Georgia B	Marshall Street P....	V. Principal.	17 Court st.
Crosby, Esther J	Burnet Street G	"	35 Burnet st.
Curtis, Annie E	Webster Street G....	"	34 Everg'n pl , E. O.
Curtis, Clara I	Miller Street P	Assistant	11 Parkhurst st.
Dana, Caroline R	Monmouth Street P.	"	481½ Walnut st.
Day, Annie C	Washington St. G...	"	28 Parkhurst st.
Day, Margaret A	Washington St. G...	1st Assistant.	28 Parkhurst st.
Dean, G. Julia	Morton Street G....	"	54 State st.
Dean, Hester B	South 8th Street P...	Assistant	256 North Seventh st.
Dean, Margaretta	Roseville Avenue P.	"	256 North Seventh st.
Dean, M Ida	Morton Street G	V. Principal.	54 State st
Dearie, Jean A	Camden Street P....	Assistant	66 Bloomfield ave.
Deidrick, Hortense	South 8th Street G..	"	321 South Tenth st.
Delaney, Margaret C	Ann Street P	"	116 Bowery st.
Delano, Laura C	Walnut Street P	"	17 Elm st.
Dettmer, Juliet	Franklin P	"	2 Wakeman ave.
Dey, Lurena	Newton Street P....	H'd Assistant	206 First st.
Dickerson, Laura F	Colored	Assistant	275 Market st.
Dixon, Mabel W	13th Avenue P	"	491 High st.
Dodge, Ruth C	Burnet Street G	"	35 Burnet st.
Donnelly, Anna T	Central Avenue G...	"	331 Seventh ave.
Donnelly, Mary M	Burnet Street G	"	331 Seventh ave.
Doremus, Eliza C	Webster Street P....	"	44 Second ave.
Doremus, Jessie K	Washington St. G...	"	42 Second ave.
Dougall, Elizabeth W	Summer Avenue G..	1st Assistant.	208 South Sixth st.

TEACHERS—Continued.

Name.	School.	Rank.	Address.
Dougall, Mary A.	South 8th Street G.	V. Principal.	208 South Sixth st.
Dougall, Wm. A., A.M.	South 10th Street P.	Principal	213 South Sixth st.
Dougherty, Henry J.	18th Avenue G.	"	135 Badger ave.
Drake, Belle	South 10th Street P.	Assistant	20 Centre st.
Drew, Minnie I.	South Market St. G	Assistant	255 South Eighth st.
Drummond, Adelaide	Roseville Avenue P.	"	33 Myrtle ave.
Duncan, Lucy G.	Newton Street P.	"	140 Elm st.
Dunn, Katherine F.	13th Avenue P.	"	466 High st.
Dunnell, Anna C.	South 8th Street P.	V. Principal.	84 Linden av. Blmf'd
Durand, S. Eveline	18th Avenue P.	Assistant	424 Washington st.
Dusenberry, Emily T.	18th Avenue G.	"	86 Orchard st.
Eagles, Annie McLeod	Central Avenue P.	"	273 High st.
Egbert, Edna C.	Morton Street P.	"	58 Fair st.
Elder, L. Louise	South 8th Street G.	"	96 South Eleventh st.
Ellis, Griselda	Camden Street P.	"	209 South Sixth st.
Ellyn, Lizzie	Lafayette Street P.	"	148 Washington st.
Enders, J. Virginia	Camden Street P.	"	141 Bank st.
Eunson, Sarah A.	18th Avenue P.	"	120 Sherman ave.
Fawcett, Sarah A	Drawing Teacher.	Special	481 Broad st.
Felix, Mary	Morton Street P.	Assistant	91 Sherman ave.
Felts, Florence	13th Avenue P.	"	51 Howard st.
Fine, Carrie H.	Central Avenue P.	"	98 Central ave.
Finter, Emma	Oliver Street P.	V. Principal.	108 Congress st.
Fithian, Emma I.	Ann Street P.	Assistant	41 Pacific st.
Fitzgerald Jennie B.	18th Avenue P.	"	182 Brunswick st.
Fletcher, Alice M	South 10th Street P.	V. Principal.	183 Fairmount ave.
Force, Frances C.	Camden Street P.	Assistant	16 Thomas st.
Forman, George	Monmouth Street P.	Principal	252 South Eighth st.
Forster, Millie A.	High	1st Assistant.	1001 Broad st.
Fort, Fred. W.	Hamburg Pl G.	Principal	33 South Tenth st.
Fowler, Helen M.	Central Ave. G.	Assistant.	11 John st.
Foxcroft, Jennie I.	State Street P.	"	13 Carteret st.
Fried, Rachel	Thirteenth Ave P.	Assistant	21 Richmond st.
Garabrant, Laurilla	Ann Street P.	Assistant	148 Elm st.
Garrabrant, Anna L.	Webster Street G.	1st Assistant.	29 North Ninth st.
Gaston, Kate Z.	South 8th St. G.	Assistant	192 Roseville ave.
Gauch, Lizzie E.	So. Market St. P.	"	147 Mt. Prospect ave.
Gemar, Jennie A.	Hamburg Pl. G	"	203 Main st., E. O.
Geraghty, Linda M.	Morton Street G.	"	110 Bleecker st.
Giffin, Clarence S.	Hawkins Street P.	Principal	26 Hill st.
Gilman, F. G.	High	1st Assistant.	212 So. Orange ave.
Gillott, Jessie	Central Avenue P.	Assistant	34 Jay st.
Gillott, Mrs. M. Augusta	Lock Street P.	V. Principal.	34 Jay st.
Gleason, C. H	Summer Ave. G.	Principal	104 Fourth ave.

TEACHERS—Continued.

Name.	School	Rank.	Address.
Glover, Flora I.	South Market St. G.	Assistant	96 Wright st.
Goble, Harriet W. R.	Summer Avenue P.	"	206 Garside st.
Gogl, Claribel	Franklin P.	"	309 Broad st.
Goldsmith, Julia	Monmouth Street P.	"	18 Pine st.
Gore, Belle M.	Summer Avenue G.	"	310 Summer ave.
Gould, Frances V.	South 8th Street P.	"	50 Ninth ave.
Graham, Lucy	Waverly Avenue P.	"	161 Somerset st.
Green, Agnes B.	Chestnut Street G.	"	41 Broad st.
Greene, Clara W.	High	V. Principal.	17 West Park st.
Greenhalgh, Mary Abbie	18th Avenue P.	Assistant	227 High st.
Gregory, Virginia G.	Camden Street P.	"	66 North Eleventh st.
Grice, Edith E.	South 8th Street G.	"	443 Seventh ave.
Grork, Genevieve S.	High Annex.	3d Assistant.	22 Cherry st.
Grover, Isabel G.	Washington St. G.	Assistant	97 Court st.
Hadley, Alberta A.	South 8th Street P.	"	79 South Tenth st.
Haines, Florence L.	Monmouth Street P.	"	34 Franklin st.
Hall, Juliet N.	Ann Street P.	"	14 Quitman st.
Hallock, J. A.	Webster Street G.	Principal	106 Bloomfield ave.
Hallock, Sarah L.	Webster Street P.	Assistant	106 Bloomfield ave.
Hampton, Belle.	Newton Street P.	"	351 Plane st.
Hancock, Phebe	Lawrence Street G.	V. Principal.	40 Columbia st.
Hand, Lydia W.	Morton Street G.	Assistant	Orange ave., Irv'gt'n
Hanson, F. H.	Washington St. G.	Principal	141 Heller Parkway.
Haring, Florence A.	Franklin P.	Assistant	369 Summer ave.
Haring, Frances M.	Summer Avenue G.	"	174 Summer ave.
Hartstall, Rose	Normal & Training, Training Dep't.	"	2 West Park st.
Haskell, Mary G.	Franklin P.	"	5 Clay st.
Hatcher, Ida M.	Oliver Street G.	1st Assistant.	58 South Seventh st.
Haulenbeck, Caroline Y.	Roseville Avenue P.	Assistant	79 North Eleventh st.
Healy, M. Adelaide	Oliver Street G.	"	70 Brunswick st.
Healy, Julie W.	Miller Street P.	"	70 Brunswick st.
Healy, Ruth E.	Miller Street P.	"	70 Brunswick st.
Henderson, Annie	Hamburg Place P.	"	151 Wright st.
Hennion, Mary P.	Summer Avenue P.	"	351 Belleville ave.
Henson, Ellen A.	Roseville Avenue P.	"	165 North Sixth st.
Hevey, Julia R.	Warren Street P.	"	108 Belleville ave.
Hevey, Mollie E.	Warren Street P.	V. Principal.	108 Belleville ave.
Hill, Laura E.	Camden Street P.	Assistant	252 Mulberry st.
Hill, Lillie A.	Camden Street P.	"	252 Mulberry st.
Hill, Nellie	High Annex.	3d Assistant.	81 North Ninth st.
Hilton Mary L.	South 10th St P.	Assistant	247 South Eighth st.
Hochkins, Carrie E.	Central Avenue P.	"	253 South Eighth st.
Hochkins, Julia L.	Lawrence Street P.	"	253 South Eighth st.
Hogan, Maud G.	Warren Street P.	"	75 Warren st.
Holloway, Julia S.	Washington St. G.	"	186 Washington st.

TEACHERS—Continued.

Name.	School.	Rank.	Address.
Hollum, Margaret	Central Avenue P...	V. Principal .	175 James st.
Hoppaugh, Abbie J	Walnut Street P.....	Assistant.....	29 Cottage st.
Hopping, Susie C.	Ann Street P.....	H'd Assistant	10 Pacific st.
Horschel, Jeanette T	South 10th Street P.	Assistant.....	98½ Green st.
Horn, Matilda	Monmouth Street P.	"	66 Sherman ave.
Hovey, E. O., A. M., Ph. D.	High	Principal.....	2 Lombardy st.
Howard, Anna M	13th Avenue P.....	Assistant.....	9 Humboldt st.
Howell, Pamela	Summer Avenue G..	"	120 Third ave.
Hutchings, Carrie C	Walnut Street P.....	H'd Assistant	58 Hamilton st.
Hutchings, Emma L	Newton Street P....	V. Principal.	South Orange, N. J.
Hymes, Sarah L	South Market St. P.	Assistant.....	43 Clinton st.
Iliff, C Blanche	Hamburg Place G...	"	189 Walnut st.
Ingalsbe, Caroline A	18th Avenue P.....	V. Principal.	50 East Kinney st.
Issler, Emma A	Morton Street P.....	H'd Assistant	32 Nelson pl.
Jackson, Hattie G	Washington St. P...	Assistant.....	88 Wakeman ave.
Jenkinson, Harriet K	State Street P.....	"	24 Baldwin st,
Johnson, Alice E	South Market St. P.	V. Principal.	96 Ridgewood ave.
Johnson, Alice I	Morton Street G.....	Assistant.....	21 Ninth ave.
Johnson, Alyda B	Waverly Avenue P..	"	53 Crawford st.
Johnson, Caroline	18th Avenue G.....	"	278 Academy st.
Johnson, Jane E	Normal & Training, Normal Dep't.....	V. Principal.	19 Bathgate pl.
Johnson, Mrs. M. Louisa	James Street Ind....	Assistant.....	18 S. Thirteenth st.
Jones, Laura	Hamburg Place P...	"	204 New st.
Joralemon, Della	Miller Street P.....	"	25 Johnson ave.
Joralomon, Rachel K	Summer Avenue P...	"	119 Chester ave.
Kaiser, Carrie A	Camden Street P....	"	272 South Ninth st.
Kayser, Charles F	High	1st Assistant.	52 Nelson pl
Keene, Ednah J	Monmouth Street P.	Assistant.....	102 Warren st.
Kempe, Augusta	Monmouth Street P.	"	132½ Court st.
Kempf, Emily M	Summer Avenue G...	1st Assistant.	112 Bleecker st.
Kennedy, J. Wilmer	Miller Street G.....	Principal.....	3 Emmet st.
Kent, Caroline J	James Street Ind. ...	Assistant.....	102 Ridgewood ave.
Kerns, M. Lizzie	Burnet Street G.....	1st Assistant.	21 Halsey st.
Kinsey, Elizabeth D	Lawrence Street G..	"	10 South st.
Kirkpatrick, Mary D	Walnut Street P.....	Assistant.....	116 Prospect st.
Kitchell, Agnes	Webster Street P....	V. Principal.	247 Broad st.
Klotz, Elizabeth D	Franklin P.....	Assistant.....	26 State st.
Labiaux, Aglaè L	Burnet Street P.....	"	47 Burnet st.
Landmesser, Elizabeth	State Street P.....	"	47 Plane st.
Law, Daisy M	Oliver Street P.....	"	24 Mulberry pl.
Lawrence, Mary	Burnet Street G.....	1st Assistant.	35 Nichols st.
Lawrence, Minnie J	Washington St G...	"	53 Academy st.

TEACHERS—Continued.

Name.	School.	Rank.	Address.
Layland, Alice M.	Elliot Street P.	Assistant	45 Eighth ave.
Layton, Julia N.	Miller Street P.	V. Principal.	South Orange, N. J.
Leary, E. Theresa	Hawkins Street P ...	Assistant	83 Columbia st.
Leary, Grace M.	Morton Street P.	"	83 Columbia st.
Leary, Helen J.	Lawrence Street G..	"	83 Columbia st.
Leary, Margaret A.	13th Avenue P.	"	83 Columbia st.
Lehman, Minnie	South Street P.	"	211 Thomas st.
Leyden, Eliza, Ph. M.	High	1st Assistant.	374 Summer ave.
Lobdell, Lillie I.	Warren Street P.	Assistant	73 Warren st.
Loeser, Ida	13th Avenue P.	"	36½ Rankin st.
Loweree, Edith M.	18th Avenue P.	"	164 Summer ave.
Lowrie, Anna	Normal & Training, Train'g Dept.	"	66 Brinkerhoff st. J.C.
Ludlow, L. Belle	Oliver Street P.	"	43 Emmet st.
Lutz, M. Anna	South 10th Street P.	"	249 North Sixth st.
Maclay, Mary E.	Oliver Street G.	"	312 Summer ave.
Maclure, David	Chestnut Street G ...	Principal	193 South Sixth st.
Marlatt, Nettie A.	Hamburg Place P...	Assistant	60 Pacific st.
Martin, Adelyn C.	Chestnut Street G ...	"	24 Astor st.
Martin, Edith O.	Hamburg Place P...	"	16 Oak st.
Martin, Lizzie P.	Walnut Street P.	"	11 East Park st.
Martin, May	Marshall Street P....	"	16 Oak st
Martin, May Axford	Oliver Street G.	"	12*a* Pennsylvania ave.
Marvin, Amy H.	Miller Street P.	"	83 Vanderpool st.
Mason, S. Eleanor	Waverly Avenue P..	"	9 Central ave.
Mathews, B. C., A.M.	High	1st Assistant.	36 Kearny st.
McClelland, Annie H.	South 10th St P	Assistant	163 Fairmount ave.
McClure, Joanna M.	South 10th Street P.	"	226 Fairmount ave.
McClure, Rebecca	Newton Street G....	1st Assistant.	226 Fairmount ave.
McCrea, Mary B.	South 10th Street P.	Assistant	92 Astor st.
McDonald, Katherine	Burnet Street P.	"	131 Plane st.
McElhose, Harriet E.	South Market St. P.	"	28 Brill st.
McHugh, Abbie P	Franklin P.	Principal	162 Garside st.
McIntyre, Adelina	Colored	Assistant	80 Bank st.
McKee, Jane E.	South 10th Street P.	"	213 Fairmount ave.
McKeon, Annie	Lawrence Street P..	V. Principal.	39 State st.
McLeod, Eunice A.	Elliot Street P	Principal	66 Taylor st.
McNary, Sarah J.	Normal & Training, Normal Dep't.	1st Assistant.	101 Pacific st.
McNeil, Mary A.	North 7th Street P..	Assistant	16 Gould ave.
Meeker, Sarah L.	Lafayette Street P...	"	59½ Wright st.
Melick, E. Louise	Waverly Avenue P..	"	551 High st.
Merry, Grace	Lafayette Street P...	"	19 Lombardy st.
Merry, Julia	High Annex	3d Assistant..	19 Lombardy st.
Merry, Sara E.	Burnet Street P.	Assistant	19 Lombardy st.
Mikels, Jessie B.	Webster Street G...	"	230 Garside st.

TEACHERS—Continued.

Name.	School	Rank.	Address.
Millen, Emma	South 8th Street G..	Assistant	99 Congress st.
Miller, Adelaide D	Lock Street P	"	137 Bank st.
Miller, Annie M	Chestnut Street P	V. Principal.	23 Orchard st.
Miller, Carolina D	Warren Street P	Assistant	137 Bank st.
Miller, Mattie M	Walnut Street P	"	214 Mulberry st.
Mills, Lydia A	Lafayette Street G	"	54 Elizabeth ave.
Mock, Kate E	13th Avenue P	"	87 Wickliffe st.
Moore, Elizabeth	18th Avenue P		96 Sherman ave.
Moore, Elizabeth N	Hamburg Place P	"	41 Essex st.
Moore, Hannah	South Street P	V. Principal.	118 Miller st.
Moore, Lizzie A	South Street P	Assistant	140 Emmet st.
Moore, M. Alice	Miller Street G	"	24 Wakeman ave.
Moorhouse, Mary J	Lafayette Street G	H'd Assistant	221 Mulberry st.
Morehouse, Carrie E	Miller Street G	Assistant	70 Murray st.
Morgan, Emma	Newton Street G	1st Assistant.	18 Mercer st.
Morgan, Maria E	Central Avenue G	V. Principal.	122 North Sixth st.
Morris, M. Jennie	Miller Street G	1st Assistant.	132 Pennsylvania ave.
Morrison, Ida J	Summer Avenue G.	Assistant	40 Wakeman ave.
Mullison, Harriet W	Clover Street Ind	Principal	145½ Elizabeth ave.
Murphy, Eliza	Summer Avenue G.	V. Principal	377 Summer ave.
Myer, Eva	State Street P	"	342 Roseville ave.
Myrick, Eliza J	Elliot Street P	H'd Assistant	170 High st.
Nebinger, Mary G	Chestnut Street P	Assistant	504A Washington st.
Nichols, Kate	Hawkins Street P	"	170 Mt. Prospect ave.
Nichols, Margaret A	Wickliffe Street P	"	170 Mt. Prospect ave.
Nichols Mary W	Webster Street G	"	335 Summer ave.
Oliver, Hattie L	Webster Street P	Assistant	154 Garside st.
O'Rourke, Mary A	Hamburg Place P	"	98 Washington st.
Ortland, Emma E	18th Avenue G	"	43 West st
Osborne, Clara L	Monmouth Street P.	"	83 Court st.
Parker, Isabel A	Burnet Street P	"	21 Halsey st.
Parker, Mary M	South Street P.	"	107 Thomas st.
Peck, Adelaide	Miller Street G	1st Assistant.	122 Brunswick st.
Peal, Amelia E	13th Avenue P.	Assistant	137 Court st.
Peer, E. Jane	18th Avenue G	1st Assistant.	127 Arlington st.
Peters, Minnie L	13th Avenue P	Assistant	46 Halsey st.
Pierson, Eliza H	Lawrence Street G	"	221 Mulberry st.
Potter, S. Emily	Washington St. P	V. Principal.	51 Washington ave.
Price, Lillian L	Morton Street P	Assistant	14 Linden st.
Price, Mary H	Monmouth Street P.	"	357 Belleville ave.
Provost, Anna M	Elliot Street P	"	246 Clifton ave.
Putnam, Ella E	High	3d Assistant	66 Oriental st.
Putnam, Adelaide G	Newton Street P	Assistant	66 Oriental st.

TEACHERS—Continued.

Name.	School.	Rank.	Address.
Quinlan, James M , A. M...	High	1st Assistant.	500 Summer ave.
Quinlan, Margaret G.....	Elliot Street P.....	Assistant.....	506 Summer ave.
Rasch, Margaret A.....	18th Avenue P.....	"	167 Boyd st.
Raynor, Effie M.....	Normal & Training, Training Dep't....	"	1076 Broad.st.
Redding, Bertha A.....	Warren Street P.	"	779 Mt. Prospect ave.
Reeve, Ella A.....	Hamburg Place P ...	"	110½ Bleecker st.
Reeve, M. Emma.....	Burnet Street G.....	"	11 Linden st.
Reeve, Nellie E.....	South Street P.	"	159 Brunswick st.
Reeve, Virginia R.....	State Street P.....	"	89 New st.
Reynolds, Ida H.....	Franklin P.....	"	146Fourth ave.
Richards, Lucy A.....	Elliot Street P	"	21 Taylor st.
Richards, Mary H.....	High	2d Assistant.	21 Taylor st.
Richardson, Marion.....	Chestnut Street P...	Assistant.....	13 Pennsylvania ave.
Righter, Marietta.....	South Market St. G.	"	68 Mt. Pleasant ave.
Roberts, Grace A.....	Central Avenue P...	"	56 Wright st.
Roche, Kate.....	Oliver Street G	"	39 Chestnut st.
Romaine, Mary E.	Miller Street G	V. Principal.	23 Chestnut st.
Ruckelshaus, Bertha L.....	13th Avenue P.....	Assistant.....	168 Fairmount ave.
Ryer, Gertrude E.....	South 8th Street G...	1st Assistant.	38 Nelson pl.
Sandy, William C.....	High.....	"	18 Burnet st.
Sargeant, Ada E	Bloomfield Ave. P...	H'd Assistant	192 Summer ave.
Sayre, Ann E.....	Warren Street P.....	Principal	308 Bank st.
Sayre, E. Louise.....	Franklin P.....	Assistant	186 Belleville ave.
Sayre, Laura B.....	Camden Street P....	V. Principal.	7 Pulaski st., E. O.
Scarlett, Anna.....	Warren Street P.	Assistant	56 So. Eleventh st.
Scarlett, Augustus.....	South 8th Street G..	Principal.....	56 So Eleventh st.
Scarlett, Sarah B.....	Roseville Avenue P.	"	56 So. Eleventh st.
Schieck, Carrie D.....	Waverly Avenue P .	Assistant.....	94 State st.
Schenck, Bessie C.....	North 7th Street P .	Assistant.....	50 No. Eleventh st.
Schneider, Emma D....	Franklin P.....	V. Principal.	252 Belleville ave.
Schulte, Otto H.....	Morton Street G.....	Principal.....	37 Hillside ave.
Schwab, Clara.....	Marshall Street P....	Assistant	498 Washington st.
Shepard, Edwin.....	Oliver Street G.....	Principal.	4 Osborne Ter., C.T.
Sherwood, Mrs. Isadore M.	High Annex.....	1st Assistant.	3 Linden st.
Simpson, Amy.....	Franklin P.....	Assistant	81 Broad st.
Sipp, Emma F.....	Chestnut Street G ...	1st Assistant.	81 Orchard st.
Skinner, M. Adaline.....	South 10th Street P.	Assistant	106 Lafayette st.
Smalley, Flora E.....	Newton Street G....	"	245 So. Seventh st.
Smith, Mrs. C L. D.....	Lafayette Street G..	V. Principal.	177 Quitman st.
Smith, Elizabeth J.....	South 10th Street P.	Assistant	244 North Sixth st.
Smith, Emily A.....	Elizabeth Avenue P.	"	12 Chestnut st.
Smith, Emma J.....	Chestnut Street G ...	V. Principal.	53 Emmet st.
Smith, Mrs. Fannie W.....	Newton Street G....	"	122 Wickliffe st.
Smith, Ida E.....	Morton Street G.....	Assistant	22 Richmond st.

TEACHERS—Continued.

Name.	School.	Rank.	Address.
Smith, Martha C.	South Street P.	Assistant	81 Pennsylvania ave.
Soden, Anna M.	18th Avenue P.	"	95 Sherman ave.
Sonn, George C.	High.	1st Assistant.	285 Belleville ave.
Sonn, Lydia K.	State Street P.	Assistant	71 Belleville ave.
Speer, Agnes C.	Morton Street P.	"	45 Astor st.
Speer, Matilda J.	18th Avenue G.	"	45 Astor st.
Spinning, Maria L.	Morton Street G.	1st Assistant.	33 Franklin st.
Squire, M. Irene	Monmouth Street P.	Assistant	26 Nelson pl.
Starkweather, Minnie C.	Burnet Street P.	"	55 Mulberry st.
Steele, Fannie	Oliver Street G.	1st Assistant.	128 Monmouth st.
Steele, Susie	Oliver Street G.	V. Principal.	128 Monmouth st.
Stephens, Carrie V.	South 10th Street P.	Assistant	58 Mt. Pleasant ave.
Stevens, M. Leonora	Camden Street P.	"	432 Plane st.
Stickney, M Ada	Morton Street P.	"	142 Wickliffe st.
Stites, Belle S.	Lafayette Street P.	"	258 Clinton ave.
Stites, Dora A	Lafayette Street P.	V. Principal.	258 Clinton ave.
Stout, Mrs. Helen L.	Monmouth Street P.	Assistant	173 Quitman st.
Straus, Amelia	Morton Street P.	"	28 Central ave.
Strieby, Mary	Webster Street P.	"	68 Park pl.
Stringer, Elizabeth M.	Washington St. G.	"	51 Avon ave.
Sturgis, Emma M.	State Street P.	"	198 Plane st.
Sutphen, Julia A.	Miller Street P.	"	178 Brunswick st.
Sweasy, M. Augusta	Normal & Training, Training Dep't.	"	122 Wickliffe st.
Symons, Evelyn S.	Oliver Street P.	"	184 Walnut st.
Taylor, A. V., A. B.	High	1st Assistant.	25 Grant st.
Taylor, Florence	South 8th Street P.	Assistant	52 Roseville ave.
Taylor, Geo. O. F.	Central Avenue G.	Principal	241 Sixth ave.
Taylor, Sarah G. A.	South 8th St. G.	1st Assistant.	34 Elizabeth ave.
Terwilliger, J. L.	Newton Street G.	Principal	228 South Sixth st.
Thacher, C. S., C. E.	High.	1st Assistant.	71 Kearny st.
Thomas, Emily B.	Colored	Assistant	741 Broad st.
Thompson, Elizabeth L.	Lafayette Street G.	"	48 East Kinney st.
Thompson, Hattie	18th Avenue P.	"	102 Pennsylvania ave
Thompson, Nellie B.	Washington St. G.	1st Assistant.	102 Pennsylvania ave
Thurber, Lewis W.	South Street P.	Principal	121 Third ave.
Tillard, Albertina G.	Roseville Avenue P.	Assistant	253 Roseville ave.
Tompkins, Florence	Newton Street P.	"	37 Lincoln ave.
Umbach, Minnie L.	Miller Street G.	1st Assistant.	Summit, N. J.
Urick, Wm. P. B.	South Market St. G.	Principal	244 Lafayette st.
Utter, Ella D.	South Market St. P.	Assistant	112 Green st.
Van Houten, Lizzie L.	Monmouth Street P.	"	84 Avon ave.
Van Houten, Sadie E.	18th Avenue P.	"	35 Wright st.
Van Ness, E. May	Newton Street P.	"	169 Brunswick st.

TEACHERS—Continued.

Name.	School.	Rank.	Address.
Van Ness, Helen M.	Monmouth Street P.	Assistant.	136 Monmouth st.
Vliet, Ella L.	13th Avenue P.	V. Principal.	180 Washington st.
Voget, Arnold	Camden Street P.	Principal.	336 Waverly ave.
Von Seyfried, Emma	High Annex	3d Assistant.	70 Avon ave.
Vosburgh, Minnie	Commerce Street P.	Assistant.	125 Plane st.
Vreeland, Mrs Agnes A.	Central Avenue G.	"	150 Sherman ave.
Vreeland, M Louisa	Normal & Training, Training Dep't	V. Principal.	39 State st.
Ward, Jessie E.	Hamburg Place P.	Assistant.	31 Sussex ave.
Ward, Mary E.	So. Market St. G.	V. Principal.	91 South Tenth st.
Ward, Sarah J.	Clover Street Ind.	Assistant.	1076 Broad st.
Webner, Amilla	Roseville Avenue P.	"	73 North Fourth st.
Weil, Esther	Chestnut Street P.	"	12 Cottage st.
Westwood, Lulu	Newton Street G.	"	40 Eighth ave.
White, Annie R.	South 10th Street P.	"	24 Franklin st.
Whittemore, Addie B.	Washington St. P.	"	17 Court st.
Whitfield, M. Eliza	Walnut Street P.	"	106 Pennington st.
Widmer, Josephine A.	Hamburg Place P.	"	21 Hillside ave.
Widmer, M. Evelyn	South 10th Street P.	"	21 Hillside ave.
Wiggin, Abbie E.	High	3d Assistant.	101 Pacific st.
Williams, Emma R.	Monmouth Street P.	Assistant.	38 Warren st.
Willis, Belle B.	Summer Avenue P.	"	377 Summer ave.
Willis, Mrs. Martha S.	Summer Avenue G.	1st Assistant.	377 Summer ave.
Wilson, Albert B.	13th Avenue P.	Principal	198 Littleton ave.
Wilson, Susie M.	Monmouth Street P.	Assistant.	27 Monmouth st.
Wolf, Emma	Lawrence Street G.	1st Assistant.	23 Court st.
Wood, Clara A.	Lafayette Street P.	Assistant.	38 Grove st.
Woodward, Emma F.	Morton Street P.	"	32½ Emmet st.
World, Mary	South 10th Street P.	"	26 Hill st.
Wrigley, Jennie	Newton Street P.	"	11 Clay st.
Wyckoff, Elizabeth	South 8th Street G.	"	275 Sixth Ave.
York, Ella	Lafayette Street P.	"	58 Pacific st.
York, Flora	Hawkins Street P.	"	58 Pacific st.
Young, Alice E.	South Street P.	"	295 East Kinney st.
Young, Amelia R.	Normal & Training, Training Dep't.	"	74 Fourth ave.
Young, Mary A.	South Street P.	"	295 East Kinney st.
Zahn, Clara	Hawkins Street P.	"	53 South st.

SALARIES.

SCHEDULE OF TEACHERS' SALARIES.

ADOPTED NOVEMBER 30TH, 1888.

TO TAKE EFFECT DECEMBER 1ST, 1888.

REVISED JULY 25TH, 1890, AUGUST 28TH AND NOVEMBER 27TH, 1891.

GRADE.	1st Year.	2d Year.	3d Year.	Max.
NORMAL AND TRAINING SCHOOL				
Principal—Male				$2,000 00
Normal Department—				
Vice-Principal—Female				1,300 00
First Assistant—Female				1,100 00
Training Department—				
Vice-Principal—Female	$700 00			800 00
Assistant—Female	525 00	$600 00	$650 00	700 00
HIGH SCHOOL.				
Principal—Male				2,500 00
First Assistant—Male	1,400 00			2,000 00
Second Assistant—Male	1,200 00			1,300 00
Vice-Principal—Female				1,800 00
First Assistant—Female	900 00			1,200 00
Second Assistant—Female	900 00			1,000 00
Third Assistant—Female	800 00			900 00
Teacher in charge of full division Senior Class				1,500 00
Teacher in charge of German				1,500 00
GRAMMAR SCHOOL.				
Principal—Male				2,000 00
Vice-Principal—Male	1,100 00			1,200 00
Vice-Principal—Female	900 00			1,000 00
Head-Assistant—Female				800 00
†First Assistant—Female				750 00
Assistant—Female	475 00	550 00	600 00	*650 00

SCHEDULE OF TEACHERS' SALARIES—CONTINUED.

GRADE.	1st Year.	2d Year.	3d Year.	Max.
PRIMARY SCHOOLS.				
Principal—Male				$1,500 00
Principal—Male (more than 12 classes				1,800 00
Principal (6 classes and upwards)—Female				1,000 00
Principal (less than 6 classes)—Female				850 00
Vice Principal—Female	$700 00			800 00
Head Assistant—Female				700 00
Assistant—Female	475 00	$550 00	$600 00	*650 00
INDUSTRIAL SCHOOLS.				
Principal—Female				$700 00
Assistant—Female	475 00	550 00	$600 00	*650 00
COLORED SCHOOLS.				
Principal—Male				1,500 00
Assistant—Female	475 00	550 00	600 00	*650 00
SPECIAL.				
Drawing Teacher—Female				1,500 00
‡Temporary Assistant (Grammar and Primary departments—Female	3 mos. at $35 00	4 mos. at $40 00		3 mos. at $45 00

ADVANCED EVENING SCHOOLS.

Principal—Male $70 00 per month.
Vice Principal 60 00 per month.
Assistants, who teach by evening 3 00 per even'g.

EVENING SCHOOLS.

Principal—Male $60 00 per month.
Vice-Principal 45 00 per month.
Assistant—Male or Female $40 00 and 45 00 per month.

EVENING DRAWING SCHOOL.

Principal—Male $70 00 per month.
Assistants—Male $2 50 and 3 50 per even'g.

SCHEDULE OF TEACHERS' SALARIES—CONTINUED.

SUBSTITUTES.

High School—Male	$4 00 per day.
High School—Female	2 50 per day.
Grammar Department—Male	3 00 per day.
Grammar and Primary Departments—Female	1 50 per day.
Evening School	$1 00 per evening.

NOTE.—No special salary now paid shall be reduced by reason of this Schedule.

†First Assistants and Head Assistants teaching classes of the highest grade, shall receive $900 per year while teaching such grade.

‡Assistants must serve one year as temporary or probationary teachers, upon the completion of which, if satisfactory, they shall enter upon the first year of the permanent grade.

*The maximum salary to be specially granted in each case upon a certificate of the Principal of the school where such an Assistant shall be teaching, said certificate to be endorsed by the City Superintendent.

COURSE OF INSTRUCTION.

GRADE.	READING.	ARITHMETIC.	GEOGRAPHY.	DRAWING.	ORAL LESSONS.	WRITING.
Fourth.	Blackboard exercises. The Cards Complete and begin the Primer; Phonic exercises.	Counting and combining numbers, using objects; separate numbers into equal and unequal parts; make all the figures correctly. Begin making tables. Numeration 1st period.	Conversational Lessons.	Cards, Series No. 1, with Manual.	Home, Food, Clothing, Shelter, Source of Happiness. School { What can be seen. What cannot be seen. Animals, domestic; days of the week, month of the year, time on the clock-face.	Writing On Slate.
Third.	Finish Primer and First Reader; spell all the words; Phonic exercises and spelling.	Continue combination and separation of numbers; advancing with the progress of the pupil. Continue Addition and begin Subtraction. Practice writing figures and making tables. Exercises in fractional parts of numbers. Begin Multiplication. Continue table work.	Conversational Lessons.	Cards, Series No. 2, with Manual.	Objects at home and school; parts of the human body; distance, direction, time continued, form, size, color illustrated by objects.	Writing on slate; writing name of the pupil, etc.
Second.	Second Reader; spell all the words; Phonic exercises and spelling.	Continue drill on multiplication table; exercise in Addition, Subtraction, Multiplication and Short Division. Continue exercises in fractional parts of numbers, and construction of tables.	Oral Lessons.	Drawing Books, Nos. 1 and 2.	Trees, plants and flowers; qualities, form, size and color; human body; senses; tables of weights and measures; laws of health; articles we buy of grocers.	Writing No. 1 Graphic, S. C.; writi'g names and statm'nts on slates and exercise paper.
First.	Sec'nd and Third Readers; Phonic Spelling; spell all the words.	Multiplication table thoroughly reviewed. Continue review in Addition, Subtraction, Multiplication and Division, using United States money. Continue fractional part of numbers, advancing with progress of pupil.	Swinton's Introductory Geography.	Drawing Books, 3 and 4. Map Drawing.	Occupations of men, women and children; manufactured articles; conveyance on land and water; qualities; human body, with its parts and uses.	Writing books Nos. 2 and 3, Graphic, S. C.

ORAL. MORAL INSTRUCTION shall be given in all the classes on the topics assigned, in such a manner and degree as may suit the age and capacity of the pupil. MORAL INSTRUCTION.—Habits of order, behavior, duties to parents, teachers, schoolmates, the helpless and needy, neatness, self-control,

MANUAL OF INSTRUCTION—GRAMMAR DEPARTMENT.

GRADE.	READING.	ARITHMETIC.	GEOGRAPHY.	GRAMMAR.	HISTORY.	WRITING.	DRAWING.
Fourth.	Third Reader; Spelling; Supplementary Reading; History.	Practical examples in the Fundamental Rules, and all United States Money; Troy Weight and English Money; Fractions; Mental Arithmetic.	Swinton's Introductory completed.	Practical lessons in English; exercises in Composition.	Read History of United States.	Nos. 3 and 4 Graphic, L. C.	Drawing Books Nos. 5 and 6.
Third.	Complete Third Reader; Spelling; Supplementary Reading; History.	Compound Numbers and through Division of Fractions; Operations in Decimals; Mental Arithmetic.	Swinton's Grammar School to Europe.	Practical lessons in English; exercises in Composition.	Read History of United States.	Nos. 4 and 5 Graphic, No. 4, L. C. No. 5, S. C.	Drawing Book No. 7.
Second.	Fourth Reader; Spelling; Supplementary Reading.	Decimals, from Subtraction of Fractions to Profit and Loss; Mental Arithmetic.	Swinton's Grammar School completed.	Practical lessons in English; exercises in Composition.	To page 213.	Nos. 5 and 6 Graphic, L. C.	Drawing Book No. 8.
First.	Fifth Reader; Spelling; Supplementary Reading.	Profit and Loss and finish the Arithmetic; Mental Arithmetic.	Geography Reviewed.	Practical lessons in English; Declamation and Composition.	From page 213 to end of book.	No. 7, L. C. Graphic Blank.	Drawing Book No. 9.

Calisthenics or light gymnastics, with vocal exercises, shall be practiced in all the classes at least once each half day. Singing every day. Industrial Drawing twice each week and Writing three times.

MANUAL OF INSTRUCTION—HIGH SCHOOL.

COMMERCIAL COURSE—(TWO YEARS.)

1ST YEAR.			
1st Term.	Arithmetic.	Bookkeeping; Penmanship; Commercial Correspondence, and Business Forms.	German.
2d Term.	Arithmetic.		German.
3d Term.	Arithmetic.		German or Physiology.
2D YEAR.			
1st Term.	Algebra.	Bookkeeping; Commercial Law and Correspondence; Business Forms, and Civil Government.	German.
2d Term.	Algebra.		German.
3d Term.	Algebra.		German or Natural Philosophy.

Language Lessons, Composition and Declamation through the course.
Drawing, optional.

MANUAL OF INSTRUCTION—HIGH SCHOOL.

CLASSICAL COURSE—(FOUR YEARS.)

1ST YEAR.			
1st Term.	Arithmetic.	Latin Gram , Lessons.	Physiology.
2d Term.	Algebra.	Latin Gram., Lessons.	Physical Geography.
3d Term.	Algebra.	Latin Gram., Lessons.	Physical Geography.
2D YEAR.			
		Cæsar.	
1st Term.	Algebra.	Cæsar.	Greek Grammar and Lessons.
2d Term.	Algebra.	Cæsar.	Greek Grammar and Lessons.
3d Term.	Algebra.	(Latin Prose.)	Greek Grammar and Lessons.
3d YEAR.			
		Cicero.	Anabasis.
1st Term.	Algebra.	Cicero.	Anabasis.
2d Term.	Geometry.	Virgil's Æneid.	Anabasis.
3d Term.	Geometry.	(Latin Prose.)	(Greek Prose and History.)
4TH YEAR.			
	Geometry.	Virgil's Æneid,	
1st Term.	Trigonometry,	Georgics, Bucolics,	Iliad.
2d Term.	or German.	Roman History and	Iliad.
3d Term.	Review.	Review.	Review.

Language Lessons, Composition and Declamation through the course.

NOTE.—The classical and scientific pupils of the senior class may omit Geometry and Trigonometry, and take German instead.

MANUAL OF INSTRUCTION—HIGH SCHOOL.

SCIENTIFIC COURSE—(FOUR YEARS).

1ST YEAR.			
1st Term.	Arithmetic.	Latin Gram., Lessons.	Physiology.
2d Term.	Algebra.	Latin Gram., Lessons.	Physical Geography.
3d Term.	Algebra.	Latin Gram., Lessons.	Physical Geography.
2D YEAR.			
		Cæsar.	
1st Term.	Algebra.	Cæsar.	Natural Philosophy.
2d Term.	Algebra.	Cæsar.	Natural Philosophy.
3d Term.	Algebra.	(Latin Prose.)	Natural Philosophy.
3D YEAR.			
		Cicero.	
1st Term.	Geometry.	Cicero.	General History.
2d Term.	Geometry.	Virgil's Æneid.	Political Economy,
3d Term.	Geometry.	(Latin Prose) or German.	Political Economy.
4TH YEAR.			
		Virgil's Æneid.	
1st Term.	Geometry.	Georgics, Bucolics.	Chemistry.
2d Term.	Trigonometry.	Roman History and	Chemistry.
3d Term.	Review.	Review or German.	Geology.

Language Lessons, Drawing, Composition and Declamation through the year.

MANUAL OF INSTRUCTION—HIGH SCHOOL.

COURSE FOR FEMALE DEPARTMENT—(FOUR YEARS.)

1ST YEAR.			
1st Term.	Arithmetic, ½ yr.	Latin Gram., Lessons.	Physiology.
2d Term.		Latin Gram., Lessons.	Physiology.
3d Term.	Algebra, ½ year.	Latin Gram., Lessons, or German.	Botany.
2D YEAR.			
1st Term.	Algebra.	Latin Gram., Lessons.	Physical Geography.
2d Term.	Algebra.	Cæsar.	Physical Geography.
3d Term.	Algebra.	Cæsar, or German.	Natural Philosophy.
3D YEAR.			
1st Term.	Algebra.	Gæsar.	History.
2d Term.	Geometry.	Cæsar.	History
3d Term.	Geometry.	Cæsar, or German.	Rhetoric.
4TH YEAR.			
1st Term.	Geometry.	Virgil.	English Literature.
2d Term.	Geometry.	Virgil, or German.	English Literature.
3d Term.	Review.	Astronomy.	English Literature.

Language Lessons, Penmanship, Drawing, Composition and Recitation through the course.

MANUAL OF INSTRUCTION—HIGH SCHOOL.

ENGLISH COURSE—(FOUR YEARS.)

1ST YEAR.			
1st Term.	Arithmetic.	Bookkeeping, Penmanship and Commercial Correspondence, and Business Forms.	Physiology.
2d Term.	Algebra.		Physical Geography.
3d Term.	Algebra.		Physical Geography.
2D YEAR.			
1st Term.	Algebra.	Bookkeeping, Commercial Law and Corresp'nd'nce, Business Forms and Civil Government.	Natural Philosophy.
2d Term.	Algebra.		Natural Philosophy.
3d Term.	Algebra.		Natural Philosophy.
3D YEAR.			
1st Term.	Geometry.	Rhetoric, ½ year.	General History, ½ year.
2d Term.	Geometry.		
3d Term.	Geometry.	Chemistry, ½ year.	Political Economy, ½ year.
4TH YEAR.			
1st Term.	Geometry.	English Literature.	Chemistry, ½ year.
2d Term.	Trigonometry.	English Literature.	
3d Term.	Review.	English Literature.	Geology, ½ year.

Language Lessons, Drawing, Composition and Declamation through the course.

NORMAL AND TRAINING SCHOOL.

NORMAL DEPARTMENT.

COURSE FOR FIRST YEAR.

FIRST TERM.	Psychology. Theory and Practice of Teaching. Training School Practice—Primary Grade Work, including Penmanship.	Literature, including the analysis of selections and studies of American and English authors. [This work to be done critically and supplemented by essay and general composition work by the pupil.]	Physical Geography on the basis of geographical and historical study and teaching. Elementary Science. Music. Physical Culture. Voice Culture and Elocution. Drawing.
SECOND TERM.	Psychology. Theory and Practice of Teaching. Training School Practice—Primary Grade Work, including Penmanship. Logic.	Literature, including the analysis of selections and studies of American and English authors. [This work to be done critically and supplemented by essay and general composition work by the pupil.]	Physiology and Hygiene as applied to the school room. Elementary Science. Music. Physical Culture. Voice Culture and Elocution. Drawing.
THIRD TERM.	Psychology. Theory and Practice of Teaching. Training School Practice—Primary Grade Work, including Penmanship.	Critical reading of Political Economy. To be accompanied with essay and composition work.	Lectures on the Science and Philosophy of Education and the Methods of Instruction to be continued through the year. Elementary Science. Music. Physical Culture. Voice Culture and Elocution. Drawing.

COURSE FOR SECOND YEAR.

FIRST TERM.	Moral Science. Theory and Practice of Teaching. Training School Practice—Grammar Grade Work, including Penmanship.	History of Education, its theories, methods and literature. General History.	Literature as related to General History. Critical reading of Civil Government and General History, continued.	Lectures on the History, Philosophy and Science of Education and the Methods of Instruction. Botany. Elementary Science. Music. Voice Culture and Elocution. Physical Culture. Drawing.
SECOND TERM.	Moral Science. Theory and Practice of Teaching. Training School Practice—Grammar Grade Work, including Penmanship.	History of Education, its theories, methods and literature. General History.	Literature as related to General History. Critical reading of Civil Government and General History, continued.	Lectures on the General Principles of School Management. Botany. Elementary Science. Music. Voice Culture and Elocution. Physical Culture. Drawing.
THIRD TERM.	Moral Science. Theory and Practice of Teaching. Training School Practice—Grammar Grade Work, including Penmanship.	Review of the general Principles and Methods of Teaching and School Management.	Literature, including selections from writers in the Fine Arts and Poetry.	Lectures and discussions of educational works and educational questions. Elementary Science. Music. Physical Culture. Voice Culture and Elocution. Drawing.

In addition to the above course, each pupil in the Normal and Training School is required to spend at least eight weeks of each year in practical class room work in the Training Department, under the special direction of the City Superintendent and Principal of the Normal and Training School.

DISTRIBUTION OF WORK.

PRIMARY DEPARTMENT.

ARITHMETIC.

FOURTH GRADE.

First Term—From 1 to 6. Teach the pupils to combine numbers (using objects), in any way that will make the required number. Ex.: 1 and 1 make 2, 1 *plus* 1 *equals* 2, two 1s equal 2, 5 *plus* 1 *equals* 6, three 2s *equal* 6, two 3s *equal* 6; also teach them to separate numbers under 6 into equal or unequal parts. Ex.: 1 from 2 leaves 1, 2 *less* 1 *equals* 1, how many 2s in 5, 3 *plus* 2 *equals* 5, etc. When they have learned the combinations, they may make the figures and tables upon the slate.

Second Term—From 1 to 10. Have the pupils combine numbers in any way (using objects when necessary), that will make the required number. The number, 6, 7, 8, 9 and 10 will be taught as indicated in the work of the first term. Ex.: 3 *plus* 3 *plus* 1 *equals* 7, 2 *plus* 2 *plus* 2 *plus* 1 *equals* 7. Practice addition in columns. Separate numbers into equal and unequal parts. Give many simple examples for the children to solve, as: If 1 apple costs 2 cents, what will 2 apples cost? Continue writing the figures and the tables upon the slate.

Third Term.—From 1 to 15. Review previous work. Continue the combination and separation of numbers, using the figures and signs, $+$, $-$, $\times$, $\div$,), (, $=$. Give many simple questions, as: John has 4 apples and William has 5; how many have both? What will 4 lemons cost at 4c. each? At 2c. each how many can you buy for 10c.? Practice rapid column addition. Separate numbers into equal and unequal parts. Con-

tinue writing the figures and the tables upon the slate. Begin to talk about $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, etc. Use objects when necessary.

THIRD GRADE.

First Term.—Review numbers from 1 to 10 and advance to 20. Give many examples, as follows: George has 3 apples and James has 3 apples; how many have both? What cost 4 lemons at 2c. each? Give many exercises in completing equations, as: 7 *minus—equals* 5, three 2^s *equal*—? Drill the class in rapid slate work, as: 3 *plus* 7, or 4 *plus* 6, or two 5^s or 4 *plus* 3 *plus* 3. The pupils think the answer, and at a signal write it upon the slate. Exercise the class much in column work. Begin subtraction. Have the class make original examples. Teach $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, etc., of a number. No careless work should be allowed. Objects may be used for illustration.

Second Term.—Advance to 30. Review. Complete equations as indicated in the work of the first term. Continue addition in columns. Drill in rapid slate work. Continue subtraction. Give many practical examples. Have the class make original examples. Continue the separation of numbers into equal and unequal parts. Have the pupils use $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{7}$. As $\frac{1}{6}$ of 12 *equals* 2. No careless work should be allowed. Objects may be used for illustration.

Third Term.—Advance to 40. Review previous work. Continue addition in columns, and drill in rapid slate work. Give exercises in subtraction, multiplication and division. Continue practical examples; also original examples. Continue the use of fractional parts, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{7}$, $\frac{1}{8}$, $\frac{1}{9}$, $\frac{1}{10}$. As $\frac{1}{10}$ of 20=2. Continue the use of objects for illustration.

SECOND GRADE.

First Term.—Review all previous work and advance to 50. Find all the weak places and strengthen them. Continue rapid slate work. Give many practical examples. Practice rapid

column addition. Numerous exercises in the use of fractional parts of numbers. The combination and separation of numbers, continued. Continue exercises in addition, subtraction and multiplication. Begin division.

Second Term.—Review and advance to 75. Combine and separate numbers, and complete equations as in previous work. Continue rapid slate work in adding, subtracting, multiplying and dividing, especially in column addition. Have the pupils use the fractions, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{7}$, $\frac{1}{8}$, $\frac{1}{9}$, $\frac{1}{10}$. Use United States money, liquid and dry measures in applying numbers. Ex.: If 1 gill costs 5c. what will 2 gills cost? 3 gills? 4 gills? 1 pint? etc. Teach these tables objectively.

Third Term.—Review previous work and advance to 100. Combine and separate numbers and complete equations as in preceding work. Continue rapid drill and slate work in adding, subtracting, multiplying and dividing. In addition to the tables for the second term, take the table of time and use the denomination of inches, feet, yards and rods. Continue the use of fractions and practical examples with concrete numbers, as in the second term.

FIRST GRADE.

First Term.—A thorough review of all previous work. Continue completing equations, adding in columns and rapid slate work. Find fractional parts of a number. Change halves to fourths, sixths and eighths. Review the tables, United States money, liquid, dry, time and long measures, and illustrate them with simple practical examples, mental and written. The pupils should know at sight and hearing all multiplications and divisions, without remainders, to 144, when no factor exceeds 12. Continue addition, subtraction and multiplication, as found in examples on pages 59 to 99. Much practice should be given to these fundamental rules through all the terms. The mental arithmetic work will correspond to the written work.

Second Term.—A thorough review in addition, subtraction, multiplication. Continue division, short and long, as found in examples on pages 99 to 109. Give simple practical examples,

using United States money, liquid and dry measures. Ex.: If 1 bushel costs $2.36, what will 2 bushels cost? 2 pecks? etc. If 5 gallons cost $23.40, what will 1 gallon cost? Exercise the pupils in combining and separating fractions of the same name. Ex.: $\frac{3}{4}$ *plus* $\frac{1}{4}$ *equals* how many fourths? $\frac{7}{8}$ *minus* $\frac{1}{8}$ *equals* how many eighths? Give mental arithmetic examples involving the principles taught in the slate work.

Third Term.—Review fundamental rules. Continue practical examples as found on pages 110 to 118. Use United States money, liquid and dry measures and the table of time. Ex.: If a man earns 20c. in 1 hour how much will he earn in 3 hours? in $5\frac{1}{2}$ hours? in $\frac{1}{2}$ hour? Give mental arithmetic examples involving the principles taught in the slate work.

LANGUAGE.

Elementary Lessons in English

FOURTH GRADE.

Talking or Conversation Lessons.—These should receive marked attention during the entire year. Beginning with a single clear statement, let the object be to cultivate the power to express two or more consecutive and connected statements about some one thing, as an object or picture; also to tell little stories the pupil has heard, read or told.

Written Work.—Teach the pupil to write his name, the name of the street he lives in, the name of the city, also to write new words occurring in the reading lesson. Lead the pupil to write little stories with which he is familiar and can tell well.

The teacher will remember that patience on her part and persistence on the part of the pupil will insure success.

THIRD GRADE.

Conversation Lessons.—These will be continued during the entire year with the general aim: the cultivation of the power of expression, correct forms of speech and good pronunciation,

habits of remembering the thoughts they read and the cultivation of the power of attention.

Means.—Reproducing the reading lesson; little stories about pictures and objects. Use their imagination in connection with the expressive power. Observation lessons and descriptions of present objects.

Written Work.—Reproduction and stories as above. All the items of the letter address. How to write names of persons and places. Use of the period, comma and interrogation as may be needed. Continue writing the stories and descriptions the children can tell well.

Hyde's Practical Lessons in English, Book I.

SECOND GRADE.

First Term.—Take lessons 1 to lesson 22, page 22.

Second Term.—Take lesson 22, page 22, to lesson 34, page 35. Exercise the pupils in writing brief stories, paragraphs and letters.

Third Term.—Take lessons 34, page 35, to lesson 46, page 48. Continue writing stories, paragraphs and letters.

Conversation Lessons.—These continued throughout the year. Reproduction of reading lessons or other matter read, short stories about objects or pictures. Have the pupils tell what they saw on the way to or from school. Be careful to secure complete and well formed sentences. Guard against bad habits of speech and pronunciation. No careless work allowed.

Written Work.—Reproduce stories and descriptions as before. Simple statements and inquiries. Items of address, letter writing, etc. Descriptions of animals and plants. Common and proper nouns. Teach the personal pronouns as they may occur. Teach all the punctuation points as they may be used. Also give careful attention to the selections furnished in the book for study.

FIRST GRADE.

First Term.—Take lessons 46, page 48, to lesson 11, Part Second, page 68.

Second Term.—Take lessons 11, Part Second, page 68, to lesson 23, page 80.

Third Term.—Take lessons 23, Part Second, page 80, to lesson 33, page 91. Use the usual grammatical terms as they occur, taking care that the pupil understands their use.

Conversation Lessons.—These continued throughout the year. Oral reproduction of reading and geography lessons. Descriptions of things seen and of imaginary or actual journeys.

Written Work.—Reproductions and descriptions. Composition exercises on slates for criticism and correction by pupils. Exercises in writing simple, long and short sentences.

Much attention must be given to composition exercises through all the grades and terms. These exercises include paragraphs, letter writing, descriptions, stories, etc. Also to the selections furnished in the book for study, examination and criticism.

Develop and illustrate the lessons and the instruction by constant reference to and application of the written and oral expression of thought by the children.

GEOGRAPHY.

THIRD AND FOURTH GRADES.

Preparation for the study of geography should be made in these grades by frequent conversational lessons on time, place, direction and description of familiar things and places. Much interest may be awakened and training given to the observing powers by these oral and objective lessons. The teacher should read frequently descriptive stories of places, journeys, etc.

Swinton's Introductory.

SECOND GRADE.

First Term.—School Room, situation, plan, boundaries and other rooms on the same floor. *School Building*, plan, boun-

daries, distance and direction. *School Premises*, plan, boundaries, streets. *School District, Ward and City*, draw the map, streets, boundaries, by adjoining wards or streets. Describe surface, slope of land, business buildings, wards, etc.; review; and learn definitions of the natural divisions of land and water found in and about the city.

Second Term.—Essex County. Position in the State. Draw the map. Locate cities and towns, mountains, rivers, railroads and canals. Talk about the kinds of business, soil and productions. Teach the forms of land and water found within the county. Encourage the pupils to find out about other objects of interest in the county. Use the map of the county.

Third Term.—State of New Jersey. Draw the outline. Bound the State. Describe the surface, soil, productions, manufactures, commerce, means of communication and chief cities. Teach the forms of land and water as they occur in the study of the State. Teach that New Jersey is a part of the United States. Use the globe to show the shape of the earth, and that the continents and oceans form the surface of the earth. Teach the names of the continents and oceans. Use outline maps to aid in the study of form, surface, etc.

N. B.—Read from time to time, during the work of each term, such parts of the reading matter in the Introductory Geography as will best explain and illustrate the lessons. These reading lessons are invaluable and should continue throughout the geography course.

FIRST GRADE.

First Term.—Review previous work by reading and conversational lessons on the first fifteen pages of the introductory Geography, and take Middle Atlantic States, pages 40 to 44, inclusive. Review carefully New Jersey; show its position in the group. Review cities, etc. Draw map of section and bound it. Use the globe. Describe the land, mountains, slopes, rivers, lakes, outer waters, etc. Classify cities as manufacturing, commercial, etc. Pupils will draw maps from memory; write descriptions. Use outline maps.

Second Term.—Review Middle Atlantic States, pages 40 to 45,

and take the New England States, pages 35 to 40, according to the same plan. Compare the two groups. Read pages 15 to 29, inclusive.

Third Term.—Review. Take the Southern States, Eastern division, pages 45 to 47 inclusive, following the same plan as in the study of the New England and Middle Atlantic groups. What condition of country or climate affects business, and the condition of the people. Use outline maps. Read pages 32 and 33.

Exercise the pupils through all the terms in writing descriptions of the countries, divisions, places and things about which they have learned.

READING.

FOURTH GRADE.

Reading exercises from the blackboard. The cards completed; begin the Primer. Phonic exercises. Teach by the word and phonetic methods, use objects, pictures and sketches upon the board. Lead the children to talk freely about the lesson.

THIRD GRADE.

Finish Primer and First Reader; spell all the words. Phonetic exercises and spelling. Classify words according to similar sounds: cat, rat, hat, man, pan, ran, run, sum, etc.

SECOND GRADE.

Second Reader. Supplementary Readers. Spell all the words. Phonic Exercises and Spelling. Give much attention to vocal expressions at every step in the work. Never accept improper expression of any kind.

FIRST GRADE.

Second and Third Readers. Supplementary Readers. Phonic

Spelling; spell all the words. The pupils should frequently read from the various lesson books used in the class.

In all the grades through all the terms great care should be given to the teaching of new words and the increase of the child's vocabulary. The meaning of words should be taught through oral and written language exercises. Give special care to correct pronunciation and good expression.

The reading exercises should occur as often each day as time will permit. No exercise should take precedence of the reading.

WRITING.

FOURTH GRADE.

Writing simple copies from the blackboard on the slate.

THIRD GRADE.

Writing on the slate or exercise paper; writing the name of the pupil, etc.

SECOND GRADE.

Graphic System, shorter course, No. 1.
Two books during the year, with use of practice paper.

FIRST GRADE.

Graphic System, No. 2, S. C., first half year.
Graphic System, No. 3, S. C., second half year.
Two books during the year.

☞ The pencils, pen and ink should always be kept in a proper condition for use. All the written work as well as the regular written lessons should be done with great care and should not be accepted by the teacher unless satisfactory.

DRAWING.

FOURTH GRADE.

Cards, First Series with Manual.

THIRD GRADE.

Cards, Second Series with Mannal.

SECOND GRADE.

Drawing Books, Nos. 1 and 2.

FIRST GRADE.

Drawing Books, Nos. 3 and 4.
Drawing models, modeling clay.
Colored paper.

PHYSIOLOGY.

Oral Lessons.

FOURTH GRADE.

The teacher will call attention of the children to their bodies as a whole; what they can do with them; as: walk, run, jump, throw the ball, toss the marble, hold the book, slate or pencil, write with the pencil, eat with the fork, spoon, etc.

The teacher will be very careful not to tell the pupil too much, but lead him to find out for himself, by observation and examination of the parts under consideration.

These lessons should not exceed eight or ten minutes at one time. The teachers will be inclined to hurry over the work as simply a memoriter lesson. Caution—Proceed slowly, carefully and objectively, with many illustrations given by the pupil and the teacher.

Now, take up the parts of the body—as the head, neck, trunk,

legs, arms, hands, feet, eyes, ears, nose, mouth, tongue, teeth, joints, skin, flesh, etc. Notice incidentally the most obvious uses, or such as the child can readily discover and describe.

Breathing.—Have the children notice how they take in breath and how they let it out, and the difference between a deep full breath and one from the top of the lungs. Have them notice that they breathe mostly through the nose. Call attention to the fact that they breathe all the time, whether they think about it or not, while they are asleep as well as when they are awake. Notice that what they breathe surrounds them on all sides; fills the room and is found everywhere, and that it is called the air or atmosphere.

Drinking.—What we drink, how and why; right time and wrong time to drink. Constantly direct the attention of the pupils to their own habits in this matter, and lead them to see how they can correct wrong habits.

Eating.—What they eat, how and why; right time and wrong time to eat; right way and wrong way to eat. Always have the pupils notice their own habits in eating—as fast eating, slow eating, careless eating, etc.

Cleanliness.—Why desirable and necessary? Cleanliness of the body, of the clothing, of the school room, of the home. Lead the pupils in a careful and discreet manner, to notice their own habits in this matter, and how best to correct improper ones.

The teachers are again reminded that these lessons should be made exercises of observation rather than merely memory lessons.

THIRD GRADE.

Same work as for the fourth grade, with such additions and details as the pupils can readily discover and comprehend.

The teachers will not advance in any part of the work faster than the children can by personal and well-directed observation discover, note and apply what is found out and taught. Remember, teachers, the best book from which to learn physiology is the body.

SECOND GRADE.

Same work as for the third grade, with such additions and details as the pupils can readily discover and comprehend.

Give special attention to the parts of the general divisions of the body—as parts of the head, neck, trunk, arms, legs, feet, etc. Call attention to their obvious uses and common abuses.

FIRST GRADE.

Same line of work as for second grade, with such additions and details as the age and progress of the pupils will permit, and the skill and discretion of the teacher will suggest.

Bones and Muscles.—Lead the pupils to notice that their bodies are made up of hard and soft parts; that the hard parts are the bones and the soft parts are the muscles or flesh. Direct their attention to the uses of the bones and muscles, and how to take care of them.

Through all the grades use for illustration the physiological charts and such other appliances and objects as the teacher may be able to obtain. The object of these lessons is to acquaint the children with their bodies, and the proper use and care of them, in order to protect their health.

NOTE.—These lessons should be given every day—length, from eight to ten minutes.

MUSIC.

Jepson's Music Reader. Book First.

FOURTH GRADE.

First Term.—Definitions, explanations and exercises in singing, from beginning of book to exercise 73, page 16. Omit chapter 1, exercises 19 to 24, inclusive, and exercises 44, 45, 46, 47, 49, 50, 51, 52, 53, 54, 55, 56, 65, 66, 67, 68, 69 and 70.

Second Term.—Definitions, explanations and exercises, from exercise 73, page 16, to exercise 99, page 24. Omit exercise on page 18, exercise on page 19, and exercises 83, 84, 85, 87, 91, 94 and 97.

Third Term.—Definitions, explanations and exercises, from exercise 99, page 24, to chapter XVI, page 31. Omit exercises 99, 103, 104, 108, 109, 110, 112, 117, 118, 119, 120, 121, 122 and 124.

THIRD GRADE.

First Term.—Beginning at chapter XVI, page 31, take to chapter 27, page 50. Omit exercises 129, 133, 136, 137, 141, 144, 148, 149, 153, 154 and 155. Take definitions, explanations and exercises.

Second Term.—Definitions, explanations and exercises, from chapter XXVII, page 50, to exercise 184, page 59. Omit exercises 168, 169, 170, 175, 177 and 179.

Third Term.—Definitions, explanations and exercises, from exercise 184, page 59, to exercise 209, page 66. Omit exercises 184, 187, 188, 190, 194, 195, 199, 202 and 205.

SECOND GRADE.

First Term.—Definitions, explanations and exercises, from exercise 209, page 66, to chapter XXXVII, page 76. Omit exercises 219, 222, 227 and 228.

Second Term.—Definitions, explanations and exercises, from chapter XXXVII, page 76, to chapter XXXIX, page 84. Omit exercises 237, 239, 241, 244, 248 and 251.

Third Term.—Definitions, explanations and exercises, from chapter XXXIX, page 84, to chapter XLI, page 100. Omit exercises 253, 255, 257, 260, 266, 270 and 274.

FIRST GRADE.

First Term.—Review all previous definitions. Take definitions, explanations and exercises, from chapter XLI, page 100, to chapter XLIV, page 111. Omit exercises 275, 276, 283, 285, 288, 295, 298, 299, 301 and 305.

Second Term.—Definitions, explanations and exercises, from chapter XLIV, page 111, to exercise 336, page 120. Omit exercises 313, 317, 318, 320, 323, 328, 330 and 333.

Third Term.—Definitions, explanations and exercises, from exercise 336, page 120, to chapter XLIX, page 133. Omit exercises 338, 340, 345, 348, 352, 354, 355, 356 and 357.

ORAL LESSONS.

FOURTH GRADE.

Home, food, clothing, shelter, sources of happiness.

School { What can be seen?
What cannot be seen?

Animals, domestic; days of the week, months of the year, time on the face of the clock; parts of the human body.

THIRD GRADE.

Objects at home and at school; parts of the human body, with their uses; distance, direction, time, continued; form, size, color, illustrated by objects.

SECOND GRADE.

Trees, plants and flowers; qualities; form, size and color; human body with its parts, senses and the laws of health; tables of weights and measures; articles we buy at the grocer's.

FIRST GRADE.

Occupation of men, women and children; manufactured articles; conveyance on land and water; human body with its parts and uses, and the laws of health.

These lessons are designed to furnish topics for objective conversational lessons which should find a place in every primary school. The teacher can vary or enlarge, as the occasion may require.

GRAMMAR DEPARTMENT.

ARITHMETIC.

Fish's No. 2.

FOURTH GRADE.

First Half Year.—From beginning of book to page 74. Mental Arithmetic, lessons 17 to 25.

Second Half Year.—From page 74 to page 93, with review. Mental Arithmetic, lessons 25 to 29, with review.

THIRD GRADE.

First Half Year.—From page 93 to page 127, with review Mental Arithmetic, lessons 29 to 35, with review.

Second Half Year.—From page 127 to page 145, with review Mental Arithmetic, lessons 35 to 40, with review.

SECOND GRADE.

First Half Year.—From page 145 to page 173, with review. Mental Arithmetic, lessons 40 to 44, with review.

Second Half Year.—From page 173 to 198, with review. Mental Arithmetic, lessons 44 to 48, with review.

NOTE.—Be careful to have the pupils distinguish and use readily, linear, square and cubic measures. Exercise the pupils in estimating the dimensions, surfaces and contents of rooms containing bay windows, etc. In plastering, allow for doors, windows, etc. Estimate cost of slating blackboards, glazing sash, etc.

FIRST GRADE.

First Half Year.—From page 198 to page 242, with review. Mental Arithmetic, lessons 48 to 52, with review.

Second Half Year.—From page 242 to page 269, with review. Mental Arithmetic, lessons 52 to 54, inclusive, with review.

NOTE.—Give frequent drill exercises in the fundamental rules in all the grades through all the terms. Exercise the pupils much with practical questions, the teacher insisting upon prompt and accurate calculation.

LANGUAGE.

Hyde's Practical Lessons in English. Book I.

FOURTH GRADE.

First Term.—Take lesson 28, page 87, to lesson 42, page 101.

Second Term.—Take lesson 42, page 101, and complete the book.

Third Term.—Review all the work, with continued composition and letter writing.

Use the usual grammatical terms as they occur.

Oral Work.—Continued during the year as in the previous grades. Continued reproduction. Cultivate persistently the ability of the pupils to talk well concerning what they read, see and know.

Written Work.—Reproduction as in oral work. Composition work with slate and paper. Letter writing in all its forms, also business forms.

NOTE.—The lessons 39, 40 and 41 on letter writing to be used through all the terms and grades. In all the foregoing exercises cultivate as far as possible the self-reliance and self-helpfulness of the pupil, by giving as fully as can be the opportunity to construct, criticise and correct the exercises. The picture lessons to be used according to the judgment of the teacher.

Hyde's Practical Lessons in English. Book II.

THIRD GRADE.

First Term.—From beginning of book to lesson 23, page 41.

Second Term.—Take lesson 23, page 41, to lesson 37, page 66, with review.

Third Term.—Take lesson 37, page 66, to lesson 45, page 80, with review.

SECOND GRADE.

First Term.—Take lesson 42, page 75, to lesson 56, page 100. Review.

Second Term.—Take lesson 56, page 100, to lesson 67, page 122. Review.

Third Term.—Take lesson 67, page 122, to lesson 78, page 136. Review.

Composition, business forms and letter writing will be prominent through the entire year.

FIRST GRADE.

First Term.—Take lesson 78, page 136, to lesson 92, page 157. Review.

Second Term.—Take lesson 92, page 157, and complete Part Third.

Third Term.—Review the entire book, with special reference to etymology, composition and criticism, analysis and parsing. Constant attention will be given to all the forms of composition.

NOTE.—Paragraph writing, letter writing and general composition will form an important part of the language work in all the grades through all the terms. Study with care the selections given in the book. Language work and composition will accompany all the subjects taught in the course. Part Fourth, pages 187 to 218, will be used through all the grades and terms as may be found useful.

GEOGRAPHY.

Swinton's Introductory.

FOURTH GRADE.

First Term.—Review previous work. Take up the study of the Southern States, Western division, pages 48 to 52, and take

Central States, according to the plan pursued in first grade, primary department. Study characteristics and descriptions of cities. Use the globe to illustrate the shape of the earth, and the relative position of the land and water divisions. Map drawing and composition.

Second Term.—Review previous work, as found on pages 53 to 58. Take the Pacific States and Territories, pages 59 to 64, according to same plan. Compare the groups of States as to soil, products, business and people.

Third Term.—Review the United States as a whole, pages 30 to 34. Compare the different sections as to physical characteristics, soil, products of farm, forests, mines and factories, business, people and government. Take Canada, Mexico, Central America and West Indies, pages 65 to 74.

Swinton's Grammar School.

THIRD GRADE.

First Term.—Continent of North America. Position, extent, general shape; draw the map, page 18; teach details of outline and surroundings; map questions, page 19; surface, highlands, plateaus, mountain systems, valleys, etc. Drainage, lakes, rivers, river systems, their uses, etc.; soil, productions, natural advantages for branches of industry; climate, people, political divisions, pages 15 to 20. South America, on same plan of study. Map, page 66; questions, page 67; description, pages 62 to 66. Use commercial map of the United States for reference; also table on page 68. Compare the two continents.

Second Term.—Review North America, pages 15, 16, 17. Map questions, page 19. Read description, pages 21, 23. Take up the study of Europe on same plan as North America in first term, pages 72, 73. Use page 71 for reference. Map studies, page 75; take oceans, seas, bays, gulfs, straits, lakes, islands, mountains, peninsulas and the most important capes, rivers and cities.

Third Term.—Draw the maps of Asia, Africa and Australia in outline, noting the oceans, seas and peninsulas and the important

gulfs, bays and mountains. Maps, pages 90, 96, 103. Read pages 88, 89, 98, 99, 100, 104, 105.

SECOND GRADE.

First Term.—During this year the physical geography, description and general descriptions need not receive detailed and close study, yet should be recognized as the basis of the future work. Read description and general descriptions between pages 15 and 59. Review the United States, using the map on pages 28 and 29. Take the principal cities, with special reference to their commercial relations. In map studies, take only the most important features.

Second Term.—Review the political divisions and the commercial geography of other countries of North America, page 19. Read pages 15, 16, 17. In map studies, take only the most important features. Review South America, pages, 62, 64, 65. Map studies, page 67. Read pages 68, 69. Use table, page 68, for reference.

Third Term.—Europe. Map studies, pages 75, 76. Use table, page 75, for reference. Read pages 76, 79, 81, 83, 84, 85, noting the condition of the people, education, forms of government, religion, etc.

FIRST GRADE.

First Term.—Asia. Surface, rivers and lakes, climate, vegetation and animals, inhabitants, government and religion, pages 88, 89. Take map studies, page 91. Africa on same plan, page 97; description pages 98, 99, 100. Compare the continents as to form, surface, advantages for habitation, commerce, and the wants of man.

Second Term.—Review Mathematical Geography, pages 1, 2, 3, 4, 5. Use the globe. Definitions, pages 6, 7, 8. Climate, plants and animals, races of men, states of society, government, pages 9, 10, 11. The Hemispheres. Map studies, page 12. Read description of North America and South America, pages 15, 16, 17, 19, 25, 26, 27.

Third Term.—Review North America and the United States, and such other parts of the geography work as the teacher thinks necessary.

HISTORY.

Eggleston's U. S.

First Term.—Discoveries, Explorations, Colonial History, to the Spanish in Florida and the French in Canada, page 116.

Second Term.—From page 116 to the capture of Burgoyne's army, page 175.

Third Term.—Complete to page 213, and review.

FIRST GRADE.

First Term.—From page 213 to approach of Civil War, page 298.

Second Term.—From page 298 to Political Events, page 359.

Third Term.—Finish book, and review.

NOTE.—Only the most important dates and events should be memorized.

READING.

FOURTH GRADE.

Third Reader; spelling. Read United States History alternately with Reader.

THIRD GRADE.

Complete Third or Fourth Reader; spelling. Read United States History alternately with Reader.

SECOND GRADE.

Fourth Reader and Constitution of the United States, alternately.

FIRST GRADE.

Fifth Reader and Constitution of the United States, alternately.

NOTE.—The reading exercises through all the grades and terms should receive the most careful attention. They should never be omitted or set aside for other subjects. Supplementary reading will form a part of the course.

SPELLING.

Metcalf's Spelling and Language Book.

FOURTH GRADE.

First Term.—From beginning to page 40.
Second Term.—From page 40 to page 50.
Third Term.—From page 50 to page 57.
Constant review.

THIRD GRADE.

First Term.—From page 57 to page 74.
Second Term.—From page 74 to page 85.
Third Term.—From page 85 to page 94.
Constant review.

SECOND GRADE.

First Term.—From page 94 to page 112.
Second Term.—From page 112 to page 127.
Third Term.—From page 127 to page 137.
Constant review.

FIRST GRADE.

First Term.—From page 137 to page 153.
Second Term.—From page 153 to page 165.
Third Term.—From page 165 to page 174.
Constant review.

WRITING.

FOURTH GRADE.

Graphic System, No. 3, L. C., first half year.
Graphic System, No. 4, L. C., second half year.
Two books during the year.

THIRD GRADE.

Graphic System, No. 4, L. C., first half year.
Graphic System, No. 5, S. C., second half year.
Two books during year.

SECOND GRADE.

Graphic System, No. 5, L. C., first half year.
Graphic System, No. 6, L. C., second half year.
Two books during the year.

FIRST GRADE.

Graphic System, Blank Writing Book in connection with the study and practice of Bookkeeping, throughout the year.

DRAWING.

FOURTH GRADE.

No. 5, from September to February; No. 6, from February to July.

THIRD GRADE.

No. 7, throughout the year.

SECOND GRADE.

No. 8, throughout the year.

FIRST GRADE.

No. 9, throughout the year.

PHYSIOLOGY.

Oral Lessons.

FOURTH GRADE.

Take the general line of work indicated for the primary grades, the teacher extending and amplifying the topics as the age and progress of the pupils will permit, and the experience and judgment of the teacher will suggest and direct.

The Teeth.—Their number, location, structure, use, abuse and care.

The Digestive Process.—Its use, abuse and care. I would constantly remind the teachers of the importance, to the pupil and themselves, of personal observation of the parts, organs and the various processes under consideration, going on in their bodies; teachers using the books furnished, or any others they may have access to, for guidance and to aid in furnishing the information needed.

Hygiene.—The common or obvious laws of health.

THIRD GRADE.

Follow the line of work on the same plan suggested for the fourth grade, the teacher guiding the observations, suiting the instruction and illustrations to the progress and advancing age of the pupils.

Blood.—Call the attention of the pupils to the fact that it pervades all parts of the body. This may be shown by slightly pricking, with a fine-pointed needle, any part of the body, when blood will flow. Call attention to the heart—its beating, and to the fact that it is the pumping engine of the body; also, to the arteries and the veins as the channels through which the blood passes through all parts of the system and back again to the heart. Direct the attention of the pupils to the fact that it is through the blood that our bodies are nourished by the food we eat, and that the quality of the blood depends upon what we eat and the air we breathe.

Hygiene.—Continue the study of the laws of health. Always

lead the pupils to observe their own habits, that they may see wherein they conform to or violate these laws.

SECOND GRADE.

Follow the line of work indicated for the third grade, extending it as the pupil progresses.

Respiration.—Take up the respiratory organs. Call attention to their location, structure, use and abuse. Emphasize the importance of properly exercising them and how. Dwell upon the necessity of pure air and plenty of it; also upon the evils of cramped or improper positions of the body affecting these organs.

FIRST GRADE.

Continue the line of work for the preceding grammar grades, the teacher progressing in the grade of the work and in the details as the pupils advance from grade to grade.

The Nervous System.—Lead the pupil to notice the fact that all these organs and machinery of the body are for the use of the mind, and that the use of the nervous system is to establish a working communication between the mind and the body. Call attention to the use of the senses as the channels of communication from the outer world to mind; the importance of the proper care and training of these senses.

Show that the nerves extend to all parts of the body, which may be done by the sense of feeling; also point out the general division of the system into the nerves of the head, trunk, upper extremities and lower extremities.

Through all the grades use for illustration the physiological charts and such other appliances and objects as the teacher may be able to command.

NOTE.—These lessons will be given daily, and will occupy from eight to ten minutes for each exercise. The principals will please make provision for the proper carrying out of this work.

MUSIC.

Song Garden, No. 2.

A manual of Musical Instruction, to accompany the Song

Garden, was prepared and adopted by the Board. This Manual is designed to utilize the exercises and songs of the Song Garden in such a manner as to obtain a well-graded course of instruction for the grammar department. A short review of the primary course is contained in the Manual. The following is the schedule to be followed in the use of this Manual (the numbers refer to paragraphs):

FOURTH GRADE.

First Term.—Paragraphs 1 to 76, inclusive.
Second Term.—Paragraphs 77 to 111, inclusive.
Third Term.—Paragraphs 112 to 138, inclusive.

THIRD GRADE.

First Term.—Paragraphs 139 to 180, inclusive.
Second Term.—Paragraphs 181 to 207, inclusive.
Third Term.—Paragraphs 208 to 227, inclusive.

SECOND GRADE.

First Term.—Paragraphs 228 to 255, inclusive.
Second Term.—Paragraphs 256 to 285, inclusive.
Third Term.—Paragraphs 286 to 306, inclusive.

FIRST GRADE.

First Term.—Paragraphs 307 to 331, inclusive.
Second Term.—Paragraphs 332 to 360, inclusive.
Third Term.—Paragraphs 361 to 384, inclusive.

COURSE OF INSTRUCTION FOR THE EVENING DRAWING SCHOOL.

This course includes Mechanical Drawing, Architectural Drawing, Free-hand and Object Drawing, and Ornamental Designing. The course covers three years of six months each:

DEPARTMENT OF MECHANICAL DRAWING.

FIRST YEAR.

(*a*) Drawing of simple lines for the purpose of acquiring facility and skill in handling instruments. These lines being such as will be of use as the pupil advances, and arranged in a progressive order.

(*b*) Geometrical forms and constructions, involving at first straight lines, then circular arcs, ending with complex curves. Attention will be given to symmetry, proportion and arrangement. Diagrams not to be copied, but constructed from sketches. The pupils will now begin the measurement and sketching of objects from view.

SECOND YEAR.

(*a*) Much study and practice will be given to measurement and sketches of a great number and variety of objects placed in different positions. Diagrams will be constructed from objects and sketches, and not from copies. Light and shade introduced.

(*b*) The elements of projection will be taken up. The method will be, making drawings of solid bodies bounded by plane sur-

faces, the objects being placed in a great variety of positions, proceeding gradually to complex forms and the problems of intersection and development, the object being to bring clearly before the mind of the pupil the relation between the drawing and the thing drawn.

THIRD YEAR.

(*a*) The drawing of the whole or parts of a machine by actual measurement.

The pupil now begins work as an actual draughtsman. He is required to study the whole or some part of a piece of machinery. This is the most important part of his work at this stage. He must learn to observe closely, read and comprehend a part or the whole of a machine, to measure and sketch it, and finally to make a working draught of it. The accuracy of the drawing should never be sacrificed for the sake of shading or picture making. He should be taught to compose and construct his drawings, rather than to memorize them.

(*b*) Exercises in planning and designing for the purpose of developing and training the inventive powers and the imagination.

DEPARTMENT OF ARCHITECTURAL DRAWING.

FIRST YEAR.

(*a*) Geometrical forms.
(*b*) Lines.
(*c*) Plane figures.
(*d*) Objects.
(*e*) Projection.

SECOND YEAR.

(*a*) Continue projection.
(*b*) Introduce light and shade.
(*c*) Details and interior finish.
(*d*) Simple plans.
(*e*) Elements of perspective.

THIRD YEAR.

(*a*) Plans continued.
(*b*) Elevations.
(*c*) Sections.
(*d*) Perspective continued.

DEPARTMENT OF FREE-HAND DRAWING AND ORNAMENTAL DESIGNING.

FIRST YEAR.

From copies and objects:
(*a*) Geometrical forms.
(*b*) Lines.
(*c*) Angles.
(*a*) Plane figures.
(*e*) Circles.
(*f*) Objects.

SECOND YEAR.

(*a*) Drawing from copy.
(*b*) Decorative designing.
(*c*) Drawing from cast.
(*d*) Drawing from forms.

THIRD YEAR.

(*a*) Continue drawing from copies and models.
(*b*) Decorative designing.
(*c*) Cast drawing.
(*d*) Shading.

COURSE OF STUDY FOR EVENING SCHOOLS.

FIRST GRADE.

READING.

Fourth Reader; History—Higginson's U. S.; Miscellaneous; Language Exercises. In alternation.

WRITING.

Bookkeeping; Business Forms; Correspondence, etc. In alternation.

ARITHMETIC.

Mental Exercises; Written Exercises; Business Exercises; Original Exercises. In alternation.

ORAL LESSONS.

Government—Municipal, State, National.

Constitution—State, National.

These lessons to alternate; length, fifteen to twenty minutes each evening.

FRIDAY EVENINGS.

First Hour.—Drawing.

Second Hour.—Miscellaneous Reading and Discussion.

SECOND GRADE.

READING.

Third or Fourth Reader; History—Quackenbos' Elementary United States; Language Exercises. In alternation.

WRITING.

Copy Book; Business Forms; Correspondence. In alternation.

ARITHMETIC.

Mental Examples; Written Examples; Business Examples; Original Examples. In alternation.

ORAL LESSONS.

Government—Municipal, State, National.
Physiology—Structure, Function, Hygiene.
In alternation.

FRIDAY EVENINGS.

First Hour.—Drawing.
Second Hour.—Miscellaneous Reading and Discussion.

THIRD GRADE.

READING.

Second or Third Reader; Exercises in Spelling; Language Exercises. In alternation.

WRITING.

Copy Book; Letter Writing. In alternation.

ARITHMETIC.

Mental Examples; Written Examples; Business Examples; Original Examples. In alternation.

ORAL LESSONS.

Government—City, State.
Physiology—Structure, Function, Hygiene.
In alternation.

FRIDAY EVENINGS.

First Hour.—Drawing.
Second Hour.—Miscellaneous Reading and Discussion.

UNGRADED CLASS.

This class will receive instruction in Reading, Writing, Arithmetic, Spelling, Oral Lessons.

SCHOOL BOOKS AND
STATIONERY.

SCHOOL BOOKS AND STATIONERY.

PRIMARY SCHOOLS.

Reading.—Franklin First, First Advanced, New First, Second, Second Advanced, New Second, Third, Third Advanced and New Third Readers; Monroe's Chart Primer and New Primer; Monroe's First, First Advanced, Second, Second Advanced, Third and Third Advanced Readers; Monroe's School Chart; Appleton's First, Second and Third Readers; Appleton's Reading Chart; Swinton's First, First Advanced, Second, Second Advanced and Third Readers; Collard's Beginners' Reader, Parts I and II; Unique Reading Chart, Parts I and II; Goodrich's Child's History of the United States.

Supplementary Readers.—Ginn & Co.'s Classics for Children viz.: Æsop's Fables, Kingsley's Greek Heroes, Irving's Sketch Book, Lamb's Tales from Shakespeare; Lippincott & Co.'s Bert's Primer of Scientific Knowledge; Heath & Co.'s Sea Side and Way Side, Parts I, II, III; Ivison, Blakeman & Co.'s Readings in Nature's Book; Seven American Classics; Book of Tales; Appleton & Co.'s Johonnot's Natural History Series—Five Books; Dole's American Citizen.

Language.—Whitney's Elementary English (Knox.)

Spelling.—Beecher's Primary Normal Speller; Meleney & Giffin's Selected Words.

Geography.—Swinton's Introductory Geography; Cornell's Outline Maps; W. & A. K. Johnston's Grand and Imperial Maps.

Arithmetic.—Fish's Arithmetic, No. 1; Giffin's Number Chart; Gleason's Arithmetrical Cards.

Drawing.—Prang's Manual of Drawing, Parts I and II; Prang's Complete Course Drawing Books, Nos. 1, 2, 3 and 4. Drawing models, modeling clay, colored paper.

Oral Lessons.—Calkin's Primary Object Lessons; Hooker's Child's Book of Nature, Parts I, II and III; Brown's Manual of Commerce; Sheldon's Object Lessons.

Music.—Jepson's First Music Book.

Writing.—Graphic System of Writing.

Stationery.—David's, Stafford's Universal and Pomeroy's Inks; Spencerian Pens, Nos. 1, 5 and 9; Gillott's Pens, Nos. 351 and 404; Pen Holders; Ink Wells; Ink Well Covers; Teachers' Ink Stands; Blotters; Practice Paper for drawing and writing; Slate Pencils; Pencil Holders; Crayons; Slates, 5x7, 6x9, 6½x10; Numeral Frames; Foolscap and Examination Paper; Mucilage; Perfumed Paste; Thermometers; Lead Pencils; Diamond and Felt Rubber Erasers; Graphic Scrap Books; Rubber Hand Stamps.

Miscellaneous.—Webster's International and National Dictionaries; Joslyn's Globes; Hooker's First Book in Physiology; Song Garden, No. 2.

GRAMMAR SCHOOLS.

Reading.—Franklin Third, Third Advanced, New Third, Fourth, New Fourth, Intermediate, Fifth and New Fifth Readers; Monroe's Third, Third Advanced and Fourth Readers; Appleton's Third, Introductory Fourth, Fourth and Fifth Readers; Swinton's Third, Fourth and Fifth Readers; Higginson's Young Folks' History of the United States; Quackenbos' Elementary History of the United States.

Supplementary Readers.

Language.—Whitney's Elementary English (Knox); Hyde's Practical Lessons in use of English, Parts I and II.

Spelling.—Metcalf's Spelling and Language Book.

Geography.—Swinton's Introductory and Grammar School Geographies; Cornell's Outline Maps; W. & A. K. Johnston's Grand and Imperial Maps.

Arithmetic.—Fish's Arithmetic, No. 2; Greenleaf's Intellectual Arithmetic; Gleason's Arithmetical Cards.

History.—Eggleston's United States History.

Drawing.—Prang's Manual of Drawing, Parts II and III; Prang's Complete Course Drawing Books, Nos. 4, 5, 6, 7, 8 and 9; Drawing models, modeling clay; colored paper.

Music.—Song Garden, No. 2; Musical Manual for Grammar Schools.

Writing.—Graphic System of Writing; Meservey's Single Entry Bookkeeping.

Stationery.—David's, Stafford's Universal and Pomeroy's Inks; Spencerian Pens, Nos. 1, 5 and 9; Gillott's Pens, Nos. 351 and 404; Pen Holders; Ink Wells; Ink Well Covers; Teachers' Ink Stands; Blotters; Slate Pencils; Lead Pencils; Spelling Slates; Slates 6x9 and 6½x10; Crayons, viz.: Waltham, New York Company's, New York Company's Enameled; Practice Paper for writing and drawing; Foolscap and Examination Paper; Mucilage; Perfumed Paste; Thermometers; 12-inch Rulers; Graphic Scrap Books; Rubber Hand Stamps; Prang's Compasses.

Miscellaneous.—Webster's International and National Dictionaries; Fitz's Globes; Joslyn's Globes; Hooker's First Book in Physiology.

HIGH SCHOOL.

Mathematics.—Franklin Written Arithmetic; Greenleaf's Intellectual Arithmetic; Thompson's Commercial Arithmetic; Davies' University Algebra; Davies' Legendre; Wentworth's

Shorter Course Algebra; Wentworth and Hill's Mathematical Problems; Seaver and Walton's Franklin Algebra.

Latin.—Leighton's Lessons; Jones' Prose Composition; Chase and Stuart's Cæsar; Chase and Stuart's Cicero; Chase and Stuart's Virgil's Æneid; Chase and Stuart's Virgil's Eclogues; Pennell's Ancient Rome; Easy Latin Stories; Latin for Sight Reading; Tetlow's Lessons; Harkness' First Year in Latin; Harkness' Grammar; Leighton's History of Rome; Kelsey's Cæsar; Daniell's Latin Prose; Gradatim—Ginn & Co.

Greek.—Goodwin's Grammar; Jones' Prose Composition; Boice's Xenophon's Anabasis; Goodwin's Xenophon's Anabasis; Boice's Homer's Iliad; Pennell's Ancient Greece; Moss' First Reader; Smith's Smaller History of Greece; Keep's Iliad.

German.—Stern's Studien und Plaudereien, Part I; Worman's First Book; Bernhardt's (German) Grammar and Reader; Joynes-Meissner's (German) Grammar; Herman Boisen's (German) Prose.

Natural Science.—Hooker's Natural History; Dana's Geological Story; Lockyer's Astronomy; Steele's Physics; Eliot and Storer's Elementary Chemistry; Hutchison's Physiology and Hygiene; Gray's How Plants Grow; Houston's Physical Geography; Avery's Elements Natural Philosophy.

Language and Literature.—Gilmore's Art of Expression; Backus' Shaw's English Literature; Hill's Elements of Rhetoric and Composition; Chittenden's Elements English Composition.

Miscellaneous.—Townsend's Civil Government; Wayland's Political Economy, abridged; Webster's International and National Dictionaries; The Triumph; Sandy's Bookkeeping; Myer's General History.

Stationery.—Same as for Grammar Schools, and in addition blank books for commercial department.

Drawing models; modeling clay; colored paper.

Science.—Porter's Elements of Intellectual Science; Wayland's Moral Science.

Reading.—Cathcart's Literary Reader.

Music.—The Triumph; Jepson's First Music Book.

Stationery.—Same as for Grammar Schools.

INSTRUCTIONS FOR PREPARING CARDS, REPORTS, ETC.

INSTRUCTIONS FOR PREPARING CARDS, REPORTS, ETC.

Records of attendance, scholarship and deportment shall be kept in all the Public Schools, in a manner prescribed by the City Superintendent, and in accordance with Article V, Section 11, of the regulations. These records shall be uniform in all schools of the same grade.

RULES FOR KEEPING RECORDS.

First.—Any pupil who shall have been present five days during any term shall be enrolled as a member of the school; and whenever present five days during any one month shall be considered an enrolled pupil for that month.

Second.—When a teacher shall have satisfactory evidence that a pupil has left school, without the intention of returning, such pupil's name shall be immediately stricken from the roll, but any absence recorded against such pupil, before the teacher receives such information, shall remain and shall be regarded as other absences.

Third.—When a pupil is suspended from school, by any of the rules of the Board, his or her name shall be stricken from the roll forthwith.

Fourth.—When a pupil has been absent from school more than five consecutive days, *for any cause*, his or her name shall be stricken from the roll at the end of five days. The absence, however, shall be recorded while the name remains on the roll.

Fifth.— Regular pupils, whose names have been enrolled, but

who are not present on the first day of any subsequent term during that year, shall be marked absent.

Sixth.—The number of enrolled pupils, for each month, shall consist of all such as are members of the school for that month, in accordance with the foregoing rules.

Seventh.—The average number of enrolled pupils for any month, term or year, shall be found by dividing the whole number of days of *membership* by the number of days of *school* during the month, term or year.

Eighth.—The average daily attendance of any class or school, for any period of time, shall be found by dividing the whole number of days the pupils have been *present* by the number of days the school has been open during such period.

Ninth.—The percentage of attendance shall be found by dividing the average daily attendance by the average number enrolled.

DEPORTMENT CARDS, ETC.

The scholarship and deportment of each pupil shall be marked on his card as follows: Excellent, good, fair, poor, very poor.

The card sent home will show the actual standing of the pupil and should also show the number of days absent and the times tardy, and whether on account of sickness or otherwise.

MONTHLY CERTIFICATES.

Monthly Certificates of Approbation shall be awarded to the pupils in the grammar and primary schools on the following basis:

The punctuality must be 100 per cent.—no tardiness will be excused. A pupil may be *excused* one day in each month for *sickness only.*

Attendance.—A pupil, if absent one day from sickness, will be marked 95 per cent.; if absent one-half day, 97½ per cent. Such

absence does not affect his percentage for scholarship or deportment; for in such cases the sum of the credits for the month will be divided by 19 or 19½ instead of 20.

In scholarship and deportment the pupil must receive not less than *good* in all subjects, except writing and drawing, and in these not less than *fair*, to entitle him to a certificate.

YEARLY TESTIMONIALS.

At the close of each *school year*, all pupils in the High, grammar and primary schools, who have not been *tardy*, nor *absent* more than *ten* days during the *year*, and *that* on account of personal sickness or death in family of which the pupil is a member, and whose record shall show an average of not less than *good* in all subjects, except writing and drawing, and in these not less than *fair*, for the year, shall receive testimonials for "DISTINGUISHED MERIT."

Pupils transferred from one school to another during the year will take with them a certificate of their record from the school they leave.

In estimating attendance, no absence—*except from sickness*—and no tardiness will be excused.

HONORARY PROMOTION AND GRADUATION.

Every scholar who, throughout the school year, up to the date fixed for the annual examinations, shall have averaged "good," shall be promoted or graduate on the certificate of the class teacher, endorsed by the school Principal, which certificate shall also certify the ability of the scholar to pursue the studies of the next higher grade.

Provided, that no scholar shall be entitled to such promotion or graduation whose average in any study shall be lower than "fair," and—

Provided, also, that the list of scholars thus promoted or graduating shall be submitted to and approved by the City Superintendent—

And the certificates of such promotion and graduation shall be endorsed, or otherwise designated as "honorary."

No scholar shall be eligible to "honorary graduation" whose "deportment," separately averaged, does not average "good."

All promotions shall be conditioned as follows:

Any pupil who shall fail to sustain "fair" standing in the grade, upon the report of the class teacher to the school Principal, and upon the "advice" of such Principal, after personal examination of the case, may, with the "approval" of the City Superintendent, be reduced to his or her proper grade—a record of each case, duly attested by the several officers designated, to be kept in the school where same occurs.

STATISTICS.

CENSUS. 1892.

SCHOOL AGE, FIVE TO EIGHTEEN YEARS.

[Reported to the Board by the State Superintendent of School Census.]

Ward.	No. Children.
First,	5,199
Second,	4,669
Third,	3,071
Fourth,	3,338
Fifth,	7,338
Sixth,	4,668
Seventh.	10,471
Eighth,	9,672
Ninth,	4,210
Total,	52,636
Enumeration, 1891,	57,454
Decrease,	4,818

TABLE A.

ESTIMATED VALUE OF SCHOOL HOUSES, SITES AND SCHOOL FURNITURE.

Name of School Houses.	Value of Sites.	Building and Furniture.	Total.
Normal and Training (Market St.) ...	$15,000	$18,000	$33,000
High	25,000	48.000	73,000
Burnet Street	25,000	50,000	75,000
State Street	10,000	19 000	29,000
Washington Street	15,000	40,000	55,000
Marshall Street	10,000	5,375	15,375
Lawrence Street	25,000	45,000	70,000
Commerce Street and Colored	10,000	14,500	24,500
Lafayette Street	15.000	35.000	50,000
Newton Street	10,000	40,000	50,000
South Tenth Street	6,000	21,100	27,100
Camden Street	4,200	32,000	36,200
Thirteenth Avenue	11,700	48,000	59,700
Warren Street	4,800	26,000	30,800
Wickliffe Street	6,000	10,000	16,000
Summer Avenue	10,000	48,000	58,000
Webster Street	10,000	25.000	35,000
"Franklin"	15.000	34,000	49.000
Elliot Street	5,000	20,000	25,000
Chestnut Street	10,000	40,000	50,000
Oliver Street	10,000	40,000	50 000
South Street	5,000	28,500	33,500
Walnut Street	8,000	7,000	15,000
Ann Street	7,200	25,000	32.200
South Eighth Street	7,000	40,000	47 000
Roseville Avenue	4,800	18.000	22,800
North Seventh Street	3,000	3,000	6,000
South Market Street	8,000	30,000	38,000
Hamburg Place	4,900	35,000	39,900
Hawkins Street	5,000	31 000	36,000
Morton Street	7,000	45,000	52,000
Eighteenth Avenue	7,000	40,000	47,000
Monmouth Street	6,000	45,000	51,000
Waverly Avenue	9,000	25,000	34 000
Miller Street	7,000	35,000	42,000
Elizabeth Avenue	2,500	2,000	4,500
Central Avenue	10,000	40,000	50,000
Lock Street	5,000	6,000	11,000
	$359,100	$1,114,475	$1,473.575

TABLE B

SEATING CAPACITY.

School.	Grammar Department.	Primary Department	Total.
Normal and Training—Normal Department		*86	86
Normal and Training—Primary Department		330	330
High	†355	†488	843
High Annex		†256	256
Burnet Street	395	440	835
State Street		572	572
James Street		162	162
Washington Street	427	260	687
Marshall Street		292	292
Lawrence Street	334	260	594
Commerce Street		236	236
Colored	...	198	198
Lafayette Street	276	546	822
Newton Street	445	462	907
South Tenth Street		930	930
Camden Street		740	740
Thirteenth Avenue		1 008	1,008
Warren Street		448	448
Wickliffe Street		216	216
Summer Avenue	384	344	728
Webster Street	272	346	618
"Franklin"		462	462
Bloomfield Avenue		120	120
Elliot Street		464	464
Chestnut Street	393	385	778
Oliver Street	418	358	776
South Street		674	674
Walnut Street		384	384
Ann Street		480	480
South Eighth Street	478	360	838
Roseville Avenue		360	360
North Seventh Street		328	328
South Market Street	230	384	623
Hamburg Place	240	600	840
Hawkins Street		480	480
Clover Street		86	86
Morton Steeet	354	776	1,130

TABLE B—Continued.

School.	Grammar Department.	Primary Department.	Total.
Eighteenth Avenue	292	760	1,052
Monmouth Street		960	960
Waverly Avenue		480	480
Miller Street	405	452	857
Elizabeth Avenue		112	112
Central Avenue	382	404	786
Lock Street		236	236
Total	5,734	17,895	23,629

*Females, no males. Not included in grand totals.

†355 in Male Department; 744 in Female Department; total, 1,099. Not included in grand totals.

TABLE C.

REPAIRS.

School Buildings.	Ordinary Repairs.	Extra ordinary Repairs.	Whole Amount Expended.
Normal and Training	$227 52		$484 05
Stone wall		$127 00	
Plumbing		53 51	
Line fence		57 78	
Painting		18 24	
High	245 69		410 53
Repairing roof		10- 84	
Painting		57 00	
High Annex	17 04		17 04
Burnet Street	111 65		535 20
Repairing roof		210 91	
Painting		66 00	
Plumbing		97 14	
Board ceiling		49 50	
State Street	140 63		221 04
Repairing roof		54 41	
Painting		26 00	
Washington Street	347 78		476 28
Repairing roof and Leaders		36 57	
Painting		32 00	
Mason work		59 93	
Marshall Street	111 67		330 86
Plumbing		64 19	
Painting		120 00	
Cleaning vault		35 00	
Lawrence Street	114 55		288 79
New water meter		46 80	
Repairing roof, gutters and leaders		127 44	
Commerce Street	52 81		110 31
Flagging		57 50	
Colored	40 38		67 38
Plumbing		27 00	
Lafayette Street	270 94		711 94
Drinking boxes		40 00	
Board ceilings		122 00	
Painting		176 00	
Plumbing		103 00	
Newton Street	164 81		455 61
Plumbing		132 99	

TABLE C—CONTINUED.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extra-ordinary Repairs.	Whole Amount Expended.
Gas fitting		$111 81	
Board ceiling		46 00	
South Tenth Street	$241 92		$798 93
Repairing roof		163 03	
Board ceiling, fence, etc		93 29	
Mason work		113 49	
New fence		133 20	
Painting		54 00	
Camden Street	106 61		163 88
Flagging		57 27	
Thirteenth Avenue	281 02		609 22
Plumbing, sewer work		99 97	
New fence		83 00	
Iron fence		81 00	
Tinning gutters, etc		64 23	
Warren Street	49 74		448 86
New fence, partitions, board walks, etc.		104 21	
Flagging		117 60	
New meter		29 20	
Plumbing		32 11	
Iron work		41 00	
Book case		75 00	
Wickliffe Street	143 21		358 92
New fence		165 71	
Painting		50 00	
Summer Avenue	273 28		391 26
Artificial stone floor		52 98	
Plumbing		32 00	
New meter		33 00	
Webster Street	148 65		548 65
Plumbing and gas fitting		167 00	
Painting		200 00	
New meter		33 00	
"Franklin"	105 47		105 47
Bloomfield avenue	8 17		8 17
Elliot Street	80 73		231 84
Plumbing and tinning		151 11	
Chestnut Street	202 31		227 31
Board ceiling		25 00	
Oliver Street	236 87		457 94
Partition fence		65 99	
Iron work		32 85	
Tinning work—leaders, gutters, etc.		61 73	
Flagging		60 50	
South Street	156 11		393 45
Painting		200 00	
Flagging		37 34	

TABLE C—CONTINUED.

SCHOOL BUILDINGS	Ordinary Repairs.	Extra-ordinary. Repairs.	Whole Amount Expended.
Walnut Street	$140 38		$659 24
Board ceiling		$83 91	
Painting		40 00	
Alterations		175 00	
Flagging		55 43	
Plumbing		164 52	
Houston Street	5 04		5 04
Ann Street	121 30		1,170 55
Grading		1,049 25	
South Eighth Street	162 72		291 88
Sewer work		39 85	
Painting		45 00	
Flagging		44 31	
Roseville Avenue	82 84		110 84
Flagging		28 00	
North Seventh Street	47 04		177 04
New roof		130 00	
South Market Street	267 57		597 37
Board ceilings		77 00	
Painting		118 00	
Repairing and painting roof		68 56	
Sashes and doors		66 24	
Hamburg Place	132 07		444 07
Stone court floor		312 00	
Hawkins Street	43 31		43 31
Morton Street	289 82		459 97
Board ceiling		68 00	
Kalsomining		60 00	
Flagging		42 15	
Eighteenth Avenue	283 32		598 33
Flagging		203 75	
Painting		30 00	
Mason work		81 26	
Monmouth Street	138 60		138 60
Waverly Avenue	65 59		851 51
Grading		736 10	
Mason work		49 82	
Miller Street	204 87		930 45
New meter		41 20	
Board ceiling		32 00	
Painting		119 96	
Mason Work		146 12	
Plumbing		111 20	
Line fence		275 10	
Elizabeth Avenue	42 07		742 82
Painting		141 84	
New floors, etc		232 41	

TABLE C—CONTINUED.

SCHOOL BUILDINGS.	Ordinary Repairs.	Extra-ordinary Repairs.	Whole Amount Expended.
Mason work		$111 04	
Line fence		215 46	
Central Avenue	$89 01		$205 01
Kalsomining		60 00	
Flagging		56 00	
Lock Street	132 29		132 29
Advanced Evening	75		75
Lafayette Street Evening	4 05		4 05
Webster Street Evening	99 44		99 44
South Market Street Evening	8 38		8 38
Morton Street Evening	8 15		8 15
Evening Drawing	83 11		622 23
Gas fitting, painting, etc.		539 12	

TABLE D.

FURNITURE AND SUPPLIES.

School Buildings.	Ordinary Supplies.	Furniture and Wall Slates.	Whole Amount Expended.
Normal and Training	$146 05		$146 05
High	54 50		54 50
High Annex	4 25		4 25
Burnet Street	174 25		583 85
New furniture		$406 80	
Wall slates		2 84	
State Street	91 54		91 54
James Street	5 54		5 54
Washington Street	46 17		273 87
New furniture		227 70	
Marshall Street	22 90		22 90
Lawrence Street	38 13		38 13
Commerce Street	3 53		3 53
Colored	8 55		8 55
Lafayette Street	92 20		355 11
New furniture		245 70	
Wall slates		17 21	
Newton Street	188 36		344 65
New furniture		145 50	
Wall slates		10 79	
South Tenth Street	112 67		112 67
Camden Street	24 51		24 51
Thirteenth Avenue	356 36		1,255 54
New furniture		846 00	
Wall slates		53 18	
Wickliffe Street Annex	12 00		12 00
Warren Street	668 26		1,653 75
New furniture		924 60	
Wall slates		60 89	
Wickliffe Street	13 74		13 74
Summer Avenue	142 15		142 15
Webster Street	47 53		47 53
"Franklin"	10 15		10 15
Bloomfield Avenue	11 36		11 36
Elliot Street	85 42		85 42
Chestnut Street	103 76		103 76
Oliver Street	66 16		213 83
New furniture		142 85	
Wall slates		4 82	
South Street	63 15		63 15
Walnut Street	114 19		137 14
Wall slates		22 95	

TABLE D—Continued.

School Buildings.	Ordinary Repairs.	Furniture and Wall Slates.	Whole Amount Expended.
Houston Street	12 47		$12 47
Ann Street	545 11		996 11
New Furniture		$409 30	
Wall slates		41 70	
South Eighth Street	86 33		86 33
Roseville Avenue	39 86		39 86
North Seventh Street	18 70		18 70
South Market Street	37 36		270 16
New furniture		232 80	
Hamburg Place	24 26		24 26
Hawkins Street	17 55		17 55
Morton Street	91 58		91 58
Eighteenth Avenue	160 00		160 00
Monmouth Street	45 00		45 00
Waverly Avenue	671 11		1,552 07
New furniture		839 05	
Wall slates		41 91	
Miller Street	78 95		245 15
New furniture		166 20	
Elizabeth Avenue	71 79		71 79
Central Avenue	50 99		50 99
Lock Street	4 25		4 25
Advanced Evening	15		15
Lafayette Street Evening	80		80
Webster Street Evening	30		30
South Market Street Evening	30		30
Morton Street Evening	25		25
Central Avenue Evening	15		15
Evening Drawing	137 33		137 33
Wickliffe Street Summer	63		63
Morton Street Summer	50		50

TABLE E.

HEATING APPARATUS AND FUEL.

School Building.	Heating Apparatus.			Fuel.			
	Ordinary Expenditures.	Extraordinary Expenditures.	Total.	Tons of Coal.	Cost.	Cost of Wood.	Total.
Normal and Training	$26 21	$44 38	$70 59	41	$202 60	$4 00	$206 60
High	22 64		22 64	55	268 00	3 88	271 88
High Annex	27 42		27 42	12	58 95	3 94	62 89
Burnet Street	31 12	139 34	170 46	50	238 00	8 00	246 00
State Street	11 75	427 43	439 18	43	206 20	3 88	210 08
James Street				17	83 30	4 00	87 30
Washington Street	9 64	1,065 57	1,075 21	52 5/6	279 60		279 60
Marshall Street	30 07		30 07	36	181 25	1 94	183 19
Lawrence Street	20 49	50 54	71 03	80	392 00		392 00
Commerce Street	69 40		69 40	30	148 00		148 00
Colored	4 80		4 80	10	53 00	1 94	54 94
Lafayette Street	36 20		36 20	79	381 10		381 10
Newton Street	171 82	83 64	255 46	97	473 15	15 76	488 91
South Tenth Street	25 56		25 56	75 1/4	366 15	4 00	370 15
Camden Street	23 33	37 85	61 18	40	200 00		200 00
Thirteenth Avenue	19 18	1,736 00	1,755 18	46 3/4	237 92		237 92
Wickliffe Street Annex	4 50		4 50	14 1/2	66 83		66 83

TABLE E—Continued

School Building.	Heating Apparatus.			Fuel.			
	Ordinary Expenditures.	Extraordinary Expenditures.	Total.	Tons of Coal.	Cost.	Cost of Wood.	Total.
Warren Street	$ 70		$ 70	43	$226 28	$8 00	$234 28
Wickliffe Street	23 27		23 27	16	86 25	2 00	88 25
Summer Avenue	37 21		37 21	103	488 80	7 87	496 67
Webster Street	38 96		38 96	51	245 40	4 00	249 40
"Franklin"	15 44	$ 58 33	73 77	25	115 00	3 87	118 87
Bloomfield Avenue	8 62		8 62	10	49 75	3 94	53 69
Elliot Street	35 86		35 86	50	238 84		238 84
Chestnut Street	53 18	112 10	165 28	70	340 00		340 00
Oliver Street	39 60		39 60	75	362 60		362 60
South Street	31 76	25 70	57 46	61¼	301 75	4 00	305 75
Walnut Street	32 41	58 16	90 57	30	146 00	4 00	150 00
Houston Street	5 49		5 49	...			
Ann Street	6 40	2,166 59	2,172 99	60	312 00	4 00	316 00
South Eighth Street	27 17	113 09	140 26	85	403 00	4 00	407 00
Roseville Avenue	46 96	44 64	91 60	35	168 50	4 00	172 50
North Seventh Street	28 18		28 18	13	68 05	3 94	71 99
South Market Street	22 88	41 69	64 57	60	292 00	7 88	299 88
Hamburg Place	16 39	62 56	78 95	60	288 00	4 00	292 00
Hawkins Street	90 64	46 95	137 59	45	223 00	4 00	227 00

TABLE E—CONTINUED.

School Building.	Heating Apparatus.			Fuel.			
	Ordinary Expenditures.	Extraordinary Expenditures.	Total.	Tons of Coal.	Cost.	Cost of Wood.	Total.
Clover Street				4	$19 60	$2 00	$21 60
Morton Street	$42 10	$70 22	$112 32	70¾	341 45		341 45
Eighteenth Avenue	9 76	1,363 21	1,372 97	56	287 00	4 00	291 00
Monmouth Street	20 81		20 81	60	296 00	4 00	300 00
Waverly Avenue	9 43	2,176 94	2,186 37	60	312 00	4 00	316 00
Miller Street	39 69	1,146 55	1,186 24	100	490 00	3 88	493 88
Elizabeth Avenue	28 95	9 20	38 15	2	10 30	2 00	12 30
Central Avenue	20	1,233 76	1,233 96	53	255 20		255 20
Lock Street	14 00		14 00	20	95 00	4 00	99 00
Evening Drawing	3 00		3 00	5	24 46		24 46

TABLE F.

Showing Average Enrollment, Salaries, Cost of School Books, other Ordinary Expenses, Total Ordinary Expenses, Extraordinary Expenses, Total Current Expenses, Cost of Books per Pupil, and Annual Cost per Pupil.

SCHOOLS.	Average Enrollment.	Salaries of Teachers.	School Books, Stationery and Printing.	Ordinary Expenses, Repairs, Fuel, Heating, Janitors, Rent, etc.	Total Ordinary Expenses.	Extraordinary Expenses for Furniture and Wall Slates; Heating and Repairs.	Total Current Expenses.	Cost of Books for Pupil.	Annual Cost per Pupil.
Normal and Training—									
Normal Department	90	$3,930 37	$530 21	$331 80	$4,792 38	$75 23	$4,867 61	$5 89	$53 25
Training Department	297	5,564 40	270 23	995 46	6,830 09	225 68	7,055 77	91	23 00
High	691	30,461 92	1,282 29	1,820 93	33,565 14	164 84	33,729 98	1 86	48 57
High Annex	144	5,117 94	49 31	1,321 32	6,488 57	----------	6,488 57	34	45 06
Burnet Street Grammar	307	7,099 39	346 59	878 63	8,324 61	555 73	8,880 34	1 13	27 12
Burnet Street Primary	301	5,120 96	115 73	706 72	5,943 41	416 80	6,360 21	38	19 75
State Street Primary	560	7,625 17	226 26	1,168 70	9,020 13	507 84	9,527 97	40	16 11
James Street Industrial	159	1,956 08	78 35	534 04	2,568 47	----------	2,568 47	49	16 15
Washington Street Grammar	345	7,456 98	458 86	1,072 38	8,988 16	914 00	9,902 16	1 33	26 05
Washington Street Primary	235	3,718 33	78 43	595 81	4,392 57	507 77	4,900 34	33	18 69
Marshall Street Primary	217	3,796 20	109 71	909 23	4,815 14	219 19	5,034 33	51	22 19
Lawrence Street Grammar	274	5,445 60	290 72	870 83	6,607 15	131 12	6,738 27	1 06	24 11
Lawrence Street Primary	189	4,513 47	116 41	622 11	5,251 99	93 66	5,345 65	62	27 79
Commerce Street Primary	143	2,626 03	23 14	783 82	3,432 99	57 50	3,490 49	16	24 01
Colored	162	3,317 04	192 27	479 47	3,988 78	27 00	4,015 78	1 19	24 62
Lafayette Street Grammar	245	4,822 25	243 20	579 08	5,644 53	219 97	5,864 50	99	23 04
Lafayette Street Primary	499	7,929 77	236 41	1,273 93	9,440 11	483 94	9,924 05	47	18 92
Newton Street Grammar	450	7,327 48	443 32	1,242 64	9,013 44	312 19	9,325 63	99	20 03
Newton Street Primary	397	5,988 98	212 99	869 84	7,071 81	218 54	7,290 35	54	17 81
South Tenth Street Intermediate	134	1,614 02	78 56	247 99	1,940 57	104 44	2,045 01	59	14 48
South Tenth Street Primary	692	10,752 82	427 75	1,486 38	12,666 95	452 57	13,119 52	62	18 30
Camden Street Primary	682	9,570 05	288 26	1,220 73	11,079 04	95 12	11,174 16	42	16 24
Thirteenth Avenue Primary	520	8,281 26	719 98	1,785 16	10,786 40	2,963 38	13,749 78	1 38	20 74
Wickliffe Street Annex Primary	191	1,534 94	2 79	475 33	2,013 06	----------	2,013 06	01	10 54
Warren Street Primary	428	2,058 05	230 73	1,317 45	3,606 23	1,384 61	4,990 84	-------	8 43
Wickliffe Street Primary	243	3,613 80	80 41	889 19	4,583 40	215 71	4,799 11	33	18 86

TABLE F—*Continued.*

SCHOOLS.	Average Enrollment.	Salaries of Teachers.	School Books, Stationery and Printing.	Ordinary Expenses, Repairs, Fuel, Heating, Janitors, Rent, etc.	Total Ordinary Expenses.	Extraordinary Expenses for Furniture and Wall Slates; Heating and Repairs.	Total Current Expenses.	Cost of Books per Pupil.	Annual Cost per Pupil.
Summer Avenue Grammar	353	$7,155 07	$414 84	$1,125 13	$8,695 04	$67 42	$8,762 46	$1 18	$24 63
Summer Avenue Primary	333	4,661 28	102 59	843 79	5,607 66	50 56	5,658 22	31	16 84
Webster Street Grammar	235	4,433 35	242 91	734 77	5,411 23	200 00	5,611 23	1 03	23 03
Webster Street Primary	284	5,682 12	161 10	734 78	6,578 00	200 00	6,778 00	57	23 16
"Franklin" Primary	430	6,265 62	323 83	1,054 16	7,643 61	58 33	7,701 94	75	17 78
Bloomfield Avenue Primary	91	1,533 84	20 34	790 56	2,344 74	--------	2,344 74	22	25 77
Elliot Street Primary	363	6,021 11	252 20	1,139 22	7,412 53	151 11	7,563 64	69	20 42
Chestnut Street Grammar	277	6,782 22	585 39	890 30	8,257 91	73 12	8,331 03	2 11	29 81
Chestnut Street Primary	302	5,189 10	196 16	782 35	6,167 61	63 98	6,231 59	65	20 42
Oliver Street Grammar	307	7,384 13	428 30	996 53	8,808 96	221 24	9,030 20	1 40	28 69
Oliver Street Primary	286	4,770 49	131 91	666 86	5,569 26	147 50	5,716 76	46	19 47
South Street Primary	428	8,034 31	209 04	1,427 61	9,670 96	263 04	9,934 00	49	22 60
Walnut Street Primary	304	6,016 91	130 68	1,127 27	7,274 86	599 97	7,874 83	43	23 93
Houston Street Primary	104	704 49	11 13	203 00	918 62	--------	918 62	11	8 83
Ann Street Primary	283	1,326 44	217 44	1,310 81	2,854 69	3,666 84	6,521 53	-----	10 09
South Eighth Street Grammar	394	8,016 11	517 71	1,005 49	9,539 31	145 35	9,684 66	1 31	24 21
South Eighth Street Primary	376	4,626 63	114 87	667 76	5,409 26	96 90	5 506 16	31	14 39
Roseville Avenue Primary	338	4,581 41	126 77	978 58	5,686 76	72 64	5,759 40	38	16 82
North Seventh Street Primary	316	4 759 34	170 56	724 51	5,654 41	130 00	5,784 41	54	17 89
South Market Street Grammar	244	5,166 76	266 87	820 37	6,254 00	185 75	6,439 75	1 09	25 63
South Market Street Primary	328	4,883 73	146 51	820 36	5,850 60	185 74	6,036 34	45	17 84
Hamburg Place Intermediate	173	2,933 30	394 39	317 80	3,645 49	80 26	3,725 75	2 28	21 07
Hamburg Place Primary	647	7,744 32	219 02	1,144 43	9,107 77	294 30	9,402 07	34	14 08
Hawkins Street Primary	304	5,160 70	209 14	1,127 22	6,497 06	46 95	6,544 01	69	21 37
Clover Street Industrial	103	1,375 12	36 73	343 40	1,755 25	--------	1,755 25	36	17 04
Morton Street Grammar	353	6,341 84	387 07	788 30	7,517 21	101 21	7,618 42	110	21 30
Morton Street Primary	678	9,181 60	248 97	1,084 05	10,514 62	139 16	10,653 78	37	15 51
Eighteenth Avenue Grammar	202	5,031 00	207 07	588 76	5,826 83	559 41	6,386 24	1 03	28 85
Eighteenth Avenue Primary	734	9,939 79	140 70	1,177 39	11,257 88	1,118 81	12 376 69	19	15 34
Monmouth Street Primary	855	11,666 19	368 91	1,464 47	13,499 57	--------	13,499 57	43	15 79
Waverly Avenue Primary	368	745 53	368 47	1,340 93	2,454 93	3,843 82	6,298 75	------	6 67

TABLE F—*Continued.*

SCHOOLS.	Average Enrollment.	Salaries of Teachers.	School Books, Stationery and Printing.	Ordinary Expenses, Repairs, Fuel, Heating, Janitors, Rent, etc.	Total Ordinary Expenses.	Extraordinary Expenses for Furniture and Wall Slates; Heating and Repairs.	Total Current Expenses.	Cost of Books per Pupil.	Annual Cost per Pupil.
Miller Street Grammar	349	$6,940 73	$471 25	$810 57	$8,222 55	$951 22	$9,173 77	$1 35	$23 56
Miller Street Primary	442	5,775 53	178 28	902 76	6,856 57	1,087 11	7,943 68	40	15 51
Elizabeth Avenue Primary	47	381 81	33 52	394 26	809 59	709 95	1,519 54	71	17 23
Central Avenue Grammar	292	5,776 89	304 70	679 99	6,761 58	674 88	7,436 46	1 04	23 16
Central Avenue Primary	373	5,092 11	143 74	679 98	5,915 83	674 88	6,590 71	39	15 86
Lock Street Primary	203	2,996 54	93 33	758 98	3,848 85	--------	3,848 85	46	18 96
Advanced Evening	79	1,090 50	98 30	121 25	1,310 05	--------	1,310 05	1 24	16 58
Lafayette Street Evening	342	2,259 77	95 17	316 19	2,671 13	--------	2,671 13	28	7 81
Newton Street Evening	270	2,115 69	81 04	264 32	2,461 05	--------	2,461 05	30	9 12
Webster Street Evening	204	1,868 00	47 80	319 01	2,234 81	--------	2,234 81	23	10 65
South Market Street Evening	267	2,081 56	78 07	210 56	2,370 19	--------	2,370 19	29	8 88
Morton Street Evening	375	2,528 82	132 07	284 03	2,944 92	--------	2,944 92	35	7 85
Eighteenth Avenue Evening	232	1,945 75	65 82	193 78	2,205 35	--------	2,205 35	28	9 51
Central Avenue Evening	182	1,603 22	37 31	162 38	1,802 91	--------	1,802 91	21	9 91
Evening Drawing	328	2,117 50	103 3	1,451 78	3,672 60	539 12	4,211 72	32	11 20
Newton Street Summer	459	379 13	4 42	21 00	404 55	--------	404 55	01	88
South Tenth Street Summer	392	379 00	2 61	21 00	402 61	--------	402 61	01	1 03
Wickliffe Street Summer	200	179 50	8 20	12 63	200 33	--------	200 33	04	1 00
Webster Street Summer	251	200 50	5 93	12 00	218 43	--------	218 43	02	87
Oliver Street Summer	191	155 50	11 63	9 00	176 13	--------	176 13	06	92
Hamburg Place Summer	422	361 00	10 38	21 00	392 38	--------	392 38	02	93
Morton Street Summer	805	674 50	50 05	41 50	766 05	--------	766 05	06	95

Annual cost per pupil in Normal and Training School, Normal Department, $53.25; in High School, $48.57; in High School Annex, $45.06; in Grammar Schools, $24.61; in Intermediate Schools, $18.20; in Primary Schools, $17.31; in Industrial Schools, $16.50; in Colored Schools, $24.62; in the Day Schools, $19.04; in the Evening Schools, $9.51; in the Summer Schools, $c.94.

TABLE G.

NAME AND GRADE OF SCHOOL.	No. of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.	Whole number of pupils.	Average number of registered pupils.	Average daily attendance for year.	No. of months school has been kept open during year.	No. of Children bet. 5 and 18 years of age enrolled during year.	No. who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10.	No who have attended 6 months, but less than 8.	No. who have attended 4 months, but less than 6.	No who have attended less than 4 months.	No. who have been present every school day during year.	No. who have not been absent or tardy during year.	No. of cases of tardiness during year.	No. of different classes in school.	No. suspended or expelled during year.	No. of visits by City Superintendent.	No. of visits by Commissioners.
Normal and Training—Normal Department	1	2	------	93	93	90	82	10	*21	5	75	10	1	2	5	5	33	2	----	104	56
High	9	12	373	421	794	691	647	10	†754	110	460	69	63	92	38	38	256	19	1	58	9
High Annex	----	4	------	186	186	144	129	10	186	4	98	19	16	49	3	3	73	5	----	20	4
Total in High School	9	16	373	607	980	835	776	10	†940	114	558	88	79	141	41	41	329	24	1	78	13
GRAMMAR SCHOOLS.																					
Burnet Street	1	8	160	203	363	307	294	10	363	17	251	32	23	40	21	21	7	8	2	28	30
Washington Street	1	9	169	224	393	345	312	10	393	18	240	55	38	42	18	17	48	9	2	20	12
Lawrence Street	1	7	146	172	318	274	249	10	318	16	186	48	28	40	13	11	69	7	2	20	8
Lafayette Street	1	6	143	166	309	245	217	10	309	57	112	47	31	62	23	18	34	6	1	16	20
Newton Street	1	10	251	297	548	450	413	10	548	29	312	68	52	87	29	23	15	10	4	19	16
Summer Avenue	1	8	194	220	414	353	326	10	414	17	260	47	33	57	17	17	7	8	----	12	8
Webster Street	1	6	131	159	290	235	216	10	290	50	126	34	32	48	8	8	12	6	----	16	7
Chestnut Street	1	8	147	178	325	277	252	10	325	12	175	61	28	49	12	12	84	8	2	32	9
Oliver Street	1	8	163	212	375	307	279	10	375	22	197	54	37	65	21	21	5	8	2	10	10
South Eighth Street	1	9	238	239	477	394	356	10	477	21	267	67	37	85	21	21	163	9	----	17	19
South Market Street	1	6	154	135	289	244	222	10	289	13	124	68	36	48	9	5	89	6	----	9	3
Morton Street	1	8	195	249	444	353	319	10	444	17	237	48	39	103	17	17	37	8	----	26	26
Eighteenth Avenue	1	6	126	133	259	202	184	10	259	7	130	40	24	58	7	7	16	6	3	20	28
Miller Street	1	8	185	210	395	349	314	10	395	6	262	59	22	46	6	6	107	8	----	25	25
Central Avenue	1	7	191	181	372	292	260	10	372	8	191	44	42	87	8	5	171	7	----	7	13
Total in Grammar Schools.	15	114	2,593	2,978	5,571	4,627	4,213	10	5,571	310	3,070	772	502	917	230	209	864	114	19	277	234
S. Tenth St. Intermediate.	1	3	81	86	167	134	125	10	167	10	91	24	14	28	10	9	10	3	----	9	5
Hamburg Place "	1	3	96	115	211	173	156	10	211	27	90	31	26	37	3	3	5	3	1	7	20
Total in Grammar Grades.	17	120	2,770	3,179	5,949	4,934	4,494	10	5,949	347	3,251	827	542	982	243	221	879	120	20	293	259

TABLE G—*Continued.*

NAME AND GRADE OF SCHOOL.	No. of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.	Whole number of pupils.	Average number of registered pupils.	Average daily attendance for year.	No. of months school has been kept open during year.	No. of children bet. 5 and 18 years of age enrolled during year.	No. who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10.	No. who have attended 6 months, but less than 8.	No. who have attended 4 months, but less than 6.	No. who have attended less than 4 months.	No. who have been present every school day during year.	No. who have not been absent or tardy during year.	No. of cases of tardiness during year.	No. of different classes in school.	No. suspended or expelled during year.	No. of visits by City Superintendent.	No. of visits by Commissioners.
PRIMARY SCHOOLS.																					
Normal and Training—																					
Training Department	----	6	237	208	445	297	241	10	445	5	161	76	68	135	5	2	351	6	3	104	56
Burnet Street	----	7	234	198	432	301	281	10	432	7	185	65	51	124	7	7	13	8	7	28	30
State Street	----	11	319	362	681	560	514	10	681	105	230	92	85	169	8	8	177	10	----	7	17
Washington Street	----	5	147	169	316	235	207	10	316	33	131	52	72	28	7	7	47	5	----	20	12
Marshall Street	----	5	122	149	271	217	189	10	271	7	127	55	28	54	7	5	70	5	2	6	32
Lawrence Street	----	5	127	123	250	189	168	10	250	6	115	35	25	69	6	6	62	5	1	20	8
Commerce Street	----	4	107	113	220	143	120	10	220	------	74	44	35	67	------	------	165	4	1	8	5
Lafayette Street	----	10	355	347	702	499	419	10	702	91	223	112	108	168	8	4	62	10	3	16	20
Newton Street	----	7	280	258	538	397	354	10	538	7	261	79	57	134	5	5	18	7	----	19	12
South Tenth Street	----	13	457	459	916	692	614	10	916	10	414	155	120	217	10	10	55	13	4	9	6
Camden Street	1	13	425	429	854	682	599	10	854	7	440	148	89	170	6	6	4	13	----	10	6
Thirteenth Avenue	1	9	321	379	700	520	447	10	700	4	319	118	76	183	4	3	26	9	----	10	4
Wickliffe Street Annex	----	4	199	127	326	191	155	10	326	------	69	55	58	144	------	------	64	5	----	5	2
Wickliffe Street	----	7	224	173	397	243	207	10	397	18	110	66	38	165	6	3	115	6	4	9	15
Summer Avenue	----	6	199	217	416	333	294	10	416	------	220	78	42	76	------	------	4	6	1	12	8
Webster Street	----	6	198	190	388	284	246	10	388	8	153	72	49	106	6	5	178	6	----	16	7
"Franklin"	1	8	295	299	594	430	376	10	594	7	234	107	69	177	7	7	104	8	----	11	15
Bloomfield Avenue	----	2	73	66	139	91	76	10	139	------	48	28	16	47	------	------	56	2	----	6	3
Elliot Street	----	9	237	231	468	363	318	10	468	32	187	88	57	104	5	5	210	8	9	7	13
Chestnut Street	----	7	228	218	446	302	262	10	446	2	156	85	50	153	2	2	43	7	7	32	9
Oliver Street	----	7	210	222	432	286	242	10	432	11	125	89	56	151	11	11	8	7	----	10	10
South Street	1	10	311	324	635	428	355	10	635	8	194	89	110	234	8	8	119	10	9	9	12
Walnut Street	----	9	213	194	407	304	266	10	407	5	173	67	53	109	5	5	99	8	----	6	30
Houston Street	----	2	78	58	136	104	87	10	136	1	55	27	17	36	1	1	43	2	2	3	1
South Eighth Street	----	7	300	250	550	376	324	10	550	2	176	111	94	167	2	2	300	7	1	17	19
Roseville Avenue	----	7	239	220	459	338	293	10	459	8	203	64	48	136	8	7	202	6	1	8	15

TABLE G—*Continued.*

NAME AND GRADE OF SCHOOL.	No. of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.	Whole number of pupils.	Average number of registered pupils.	Average daily attendance for year.	No. of months school has been kept open during year.	No. of Children bet. 5 and 18 years of age enrolled during year.	No. who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10.	No who have attended 6 months, but less than 8.	No. who have attended 4 months, but less than 6.	No who have attended less than 4 months.	No. who have been present every school day during year.	No. who have not been absent or tardy during year.	No. of cases of tardiness during year.	No. of different classes in school.	No. suspended or expelled during year.	No. of visits by City Superintendent.	No. of visits by Commissioners.
North Seventh Street	----	7	208	238	446	316	270	10	446	5	159	94	47	141	5	4	244	6	----	7	----
South Market Street	----	6	232	244	476	328	274	10	476	7	142	93	67	167	2	------	274	6	----	9	3
Hamburg Place	----	11	416	451	867	647	563	10	867	56	310	178	92	231	4	4	14	11	----	7	20
Hawkins Street	1	7	242	201	443	304	263	10	443	3	155	95	57	133	3	1	385	7	2	6	5
Morton Street	----	13	483	500	983	678	567	10	983	9	343	184	122	325	9	9	283	13	3	26	26
Eighteenth Avenue	----	14	580	457	1,037	734	640	10	1,037	8	446	144	112	327	8	8	132	14	----	20	28
Monmouth Street	1	16	629	555	1,184	855	748	10	1,184	9	502	199	149	325	9	9	49	16	8	17	28
Miller Street	----	8	294	248	542	442	379	10	542	18	228	100	69	127	18	1	265	8	1	25	25
Elizabeth Avenue	----	1	33	24	57	47	40	3	57	----	----	----	----	57	1	------	32	1	----	4	2
Central Avenue	----	7	255	221	476	373	324	10	476	6	238	82	44	106	6	6	310	7	4	7	13
Lock Street	----	4	160	139	299	203	174	10	299	3	103	56	31	106	3	3	175	4	1	3	10
Total in Primary Schools	6	280	9,667	9,261	18,928	13,732	11,896	10	18,928	508	7,409	3,282	2,361	5,368	202	164	4,758	276	74	539	527
James Street Industrial	----	3	152	150	302	159	122	10	302	6	44	48	49	155	1	------	231	3	----	7	2
Clover Street Industrial	----	2	80	68	148	103	88	10	148	9	44	29	18	48	------	------	------	2	----	4	1
Total in Primary Grades	6	285	9,899	9,479	19,378	13,994	12,106	10	19,378	523	7,497	3,359	2,428	5,571	203	164	4,989	281	74	550	530
Colored School	1	3	119	131	250	162	130	10	250	39	56	39	39	77	7	3	709	8	1	7	15
Total in Day Schools	34	426	13,161	13,489	26,650	20,015	17,588	10	‡26538	1,028	11,437	4,323	3,089	6,773	499	434	6,939	435	96	1032	873

TABLE G—*Continued.*

NAME AND GRADE OF SCHOOL.	No. of male teachers.	No. of female teachers.	No. of male pupils.	No. of female pupils.	Whole number of pupils.	Average number of registered pupils.	Average daily attendance during year.	No. of months school has been kept open during year.	No. of children bet. 5 and 18 years of age enrolled during year.	No. who have attended 10 months or more during year.	No. who have attended 8 months, but less than 10.	No. who have attended 6 months, but less than 8.	No. who have attended 4 months, but less than 6.	No. who have attended less than 4 months.	No. who have been present every school day during year.	No. who have not been absent or tardy during year.	No. of cases of tardiness during year.	No. of different classes in school.	No. suspended or expelled during year.	No. of visits by City Superintendent.	No. of visits by Commissioners.
EVENING SCHOOLS.																					
Advanced Evening	4	----	110	18	128	79	61	5	------	------	------	------	------	------	------	------	------	4	----	4	1
Lafayette Street	3	8	455	103	558	342	240	5	------	------	------	------	------	------	------	------	------	10	13	4	10
Newton Street	6	3	321	122	443	270	221	5	------	------	------	------	------	------	------	------	------	8	1	5	8
Webster Street	3	5	247	80	327	204	150	5	------	------	------	------	------	------	------	------	------	7	2	3	3
South Market Street	6	4	309	87	396	267	186	5	------	------	------	------	------	------	------	------	------	9	4	2	7
Morton Street	4	10	498	174	672	375	265	5	------	------	------	------	------	------	------	------	------	13	1	5	8
Eighteenth Avenue	2	7	286	76	362	232	171	5	------	------	------	------	------	------	------	------	------	8	----	7	14
Central Avenue	5	3	244	84	328	182	143	5	------	------	------	------	------	------	------	------	------	7	5	4	11
Evening Drawing	7	----	671	------	671	328	269	6	------	------	------	------	------	------	------	------	------	10	----	5	2
Total in Evening Schools	40	40	3,141	744	3,885	2,279	1,706	5	------	------	------	------	------	------	------	------	------	76	26	39	64

*In Normal and Training School, Normal Department, over 18, 72. †In High School, over 18, 40. ‡In Day Schools, over 18, 112.

RULES.

RULES

OF THE

BOARD OF EDUCATION.

ORGANIZATION.

1. The Board of Education shall meet on the Wednesday next succeeding the first Tuesday after the first day of January, in each year, for the purpose of organization, at which time a President, Secretary, Assistant Secretary, City Superintendent and Superintendent of Erection and Repairs of School Houses shall be elected for the ensuing year; but should no election of officers take place at that meeting, said election shall be in order at any meeting convened thereafter.

MEETINGS.

2. Regular monthly meetings of the Board shall be held on the last Friday of each month. The hour of the meeting shall be eight o'clock p. m. during the year. At the hour appointed, the roll shall be called and the names of the members then present recorded by the Secretary. The names of other members shall be recorded as they may afterwards appear. As soon as a quorum shall be present the Board shall proceed to business, and, after the organization, no member shall retire without the permission of the Chair.

3. A quorum shall consist of a number of Commissioners greater by one than the number of wards in the city, and no resolution or order shall be adopted unless with the consent of a like number, but a less number may adjourn from time to time.

4. Special meetings may be called by the President when he shall deem it expedient; and shall be called by him (or in his absence or illness by the Secretary), when requested in writing by five members.

DUTIES OF PRESIDENT.

5. The President, or in his absence, a President *pro tem.*, shall preside at the meetings of the Board; shall preserve order and decorum; may speak to points of order, and decide all questions of order, subject to an appeal to the Board on motion of any member, regularly seconded; and no other business shall be in order until the appeal shall have been decided. He may express his opinion on any subject under debate, but in such case he shall leave the chair and not resume it while the question is pending; but he may state facts, give his opinion on questions of order, or explain his vote without leaving his seat. He shall appoint all committees and be *ex-officio*, a member of the same. He shall also be the executive officer of the Board, and, as such, effect insurance, sign contracts and leases, and perform such other duties as the Board may prescribe.

DUTIES OF SECRETARY.

6. The Secretary shall give notice of all meetings of the Board, attend them and keep full minutes of the proceedings; notify the chairman of every special

committee, stating the duties assigned and the names of his associates; keep a full account of all moneys received and expended, and a separate and detailed account with each school, and draw warrants for all payments ordered by the Board; prepare, monthly, a schedule of the names of the officers, teachers and janitors in the schools, and the amount of salary due to each; also, quarterly, of the names of the persons to whom rent is due and the amount due to each, and transmit the same to the City Auditor of Accounts. He shall receive and compile the returns of the enumerators of the several wards of the city, and transmit the same to the County Superintendent of public schools of Essex County; under the direction and rules of the Board and of the several committees, order all supplies for the schools, and keep a duplicate of his orders, and have charge of the supplies in stock; have the custody of the records, books and papers of the Board. He shall keep his office open daily from 8 a. m. until 5 p. m. (excepting Saturdays, when the offices of the Board shall be closed at 12 m.) and perform such other duties as may be required by law or by the Board, and his compensation shall be as the Board may prescribe.

DUTIES OF ASSISTANT SECRETARY.

7. The Assistant Secretary shall assist in the office of the Secretary, under his direction; in the absence of the Secretary, perform the duties of that officer and render such other services as the Board may require; and his compensation shall be as the Board may prescribe.

DUTIES OF CITY SUPERINTENDENT.

8. The City Superintendent shall have general supervision of the schools, and visit them as regularly and frequently as possible; with the Committee on Course of Study and Examinations, have the general direction and control of the examinations and see that the regulations of the Board, in relation to the schools, are carried into effect. He shall receive the reports of the principals; keep full and accurate statistics of the schools in a suitable book; report to the Board, monthly, the condition of the schools, with his suggestions thereon, and make the annual report to the Board required by law. He shall devote his whole time to the discharge of his official duties, and his compensation shall be such as the Board may prescribe.

DUTIES OF SUPERINTENDENT OF ERECTION AND REPAIRS.

9. The Superintendent of Erection and Repairs shall supervise the erection, heating, ventilation and repairs of school houses under the direction of the committees having charge of the same, and personally execute such repairs as he may be required by the committee to make. He shall perform such other duties as the Board or the committee named may require; attend the meetings of the Committee on Accounts, to explain bills coming under his supervision; report daily at the office of the Board, and remain there when not elsewhere employed. His compensation shall be as the Board may prescribe.

STANDING COMMITTEES.

10. The Standing Committees for the year shall be as follows:

1. Committee on Finance, seven members.
2. Committee on Accounts, three members.
3. Committee on School Houses, seven members.
4. Committee on Repairs, five members.
5. Committee on Heating, five members.
6. Committee on Teachers, seven members.
7. Committee on Normal and Training School, five members.
8. Committee on High School, five members.
9. Committee on Evening Schools, five members.
10. Committee on Colored School, five members.
11. Committee on Industrial Schools, three members.
12. Committee on Text Books, Course of Study and Examinations, seven members.
13. Committee on School Furniture and Supplies, five members.
14. Committee on Sanitary Regulations, three members.
15. Committee on Rules and Legislation, five members.

11. THE COMMITTEE ON FINANCE shall present to the Board, annually, at the time prescribed by law, an estimate of the amount of money required for the support of the public schools during the year, specifying as provided in Title V. of the Charter of the City of Newark, the several sums for each branch of expenditure, and apportion the actual amounts appropriated for the use of this Board as soon as possible after such appropriations; supervise and examine the accounts

of receipts and disbursements in the Secretary's office, and report to the Board at each regular meeting the amounts received and expended under each branch of the expenditure from the commencement of the fiscal year. Also, in case of necessity, after consultation with the committees interested, they shall readjust and reapportion the allotments to the several branches of expenditure, and report the same to the Board; and report from time to time on the character and propriety of all additional or extraordinary expenditures, and have general charge and supervision of all the financial affairs of the Board.

12. THE COMMITTEE ON ACCOUNTS shall receive and examine all bills and accounts referred to them by the Board, and if satisfied of their correctness, shall so certify thereon, and return the same to the Board at their next regular meeting after such reference, unless required by the Board to report thereon sooner, and shall audit and approve, before payment, the pay and rent rolls. They shall also examine into all controverted claims and report thereon to the Board.

13. THE COMMITTEE ON SCHOOL HOUSES shall have supervision of school sites and buildings; recommend appropriate sites for school houses; prepare and submit to the Board plans and specifications for the erection of such houses, extensions or additions as shall be ordered by the Board, and cause all contracts for the performance of the work to be duly executed. They shall submit to the Board for their approval or rejection methods of heating and ventilating new school houses, but the specifications and contracts for heating and ventilating shall be under the direction of the Committee on Heating.

14. THE COMMITTEE ON REPAIRS shall have super-

vision and charge of all ordinary repairs; shall visit and examine the school houses and report to the Board at the regular meeting in May the condition and wants of each for the ensuing year, with estimates of the expenditures necessary to meet the same. They shall submit plans and specifications for any extraordinary repairs, and, under the direction of the Board, cause all contracts therefor to be properly executed.

15. The Committee on Heating shall, under the direction of the Board, by contract or otherwise, provide all heating and ventilating apparatus and appliances for the schools, and cause the same to be cleaned, repaired and refitted, and shall supply the necessary fuel. They shall, on recommendation of Commissioners, appoint janitors, prescribe their duties and publish directions for their government, and for cause may discharge them, of which discharge they shall give notice to the proper Commissioners.

16. The Committee on Teachers shall, with the City Superintendent, examine all applicants for positions as teachers, and recommend to the Board such as they deem qualified. With the City Superintendent, they may employ and determine the grade of teachers temporarily, but temporary appointments shall be submitted to the Board for approval or rejection at its next meeting. They shall determine the salaries for all the grades of teachers and report the same to the Board for its approval. They shall investigate all complaints made against teachers, and report thereon to the Board whenever required; and with the sanction of the President, may, in emergency, suspend a teacher until the case shall have been acted upon by the Board. In cases of suspension, a written statement of the facts upon which suspension is based shall be filed

in the office of the City Superintendent for the information of the Commissioners. They shall perform such other duties as may be prescribed by the regulations or directed by the Board.

17. The Committees on Normal and Training School, High School, Evening Schools and Colored School shall have the supervision of such schools, and from time to time recommend such regulations for their management as they may deem advisable, and by personal inspection and examination acquaint themselves with their condition, and report thereon to the Board. The Committee on Normal and Training School also shall have charge of the Teachers' Institute. Committees having more than one school in charge may subdivide themselves into smaller committees, to insure frequent and systematic visitation.

18. The Committee on Text-Books, Course of Study and Examinations shall, from time to time, recommend to the Board such school books, maps, globes, charts and illustrative apparatus as they may think best adapted to the wants of the school, but no vote shall be taken upon such recommendation until one month has elapsed, and no text-book intended to supersede one in use shall be introduced except at the commencement of a term. They shall contract for such supplies, for books, maps and stationery, superintend the printing of all reports, documents, blank forms, etc., that may be especially ordered by the Board or required in the transactions of the current business of the schools, and provide for their regular delivery by the contractor to the Secretary of the Board; and they shall have charge of the course of study in all the schools, and from time to time recommend such alterations and revisions thereof as they

may deem proper. They shall also direct, and, with the Superintendent, prescribe the times and rules for all examinations which may be ordered by the Board.

19. The Committee on School Furniture and Supplies shall, under the direction of the Board, provide the school furniture and all miscellaneous articles not specified in the rules defining the duties of other committees.

20. The Committee on Sanitary Regulations shall have supervision of the sanitary condition of the schools and their surroundings, and from time to time recommend such measures as they may deem necessary for the prevention of disease, and for the promotion of the health of the pupils and teachers.

21. The Committee on Rules and Legislation shall examine into all new rules, including the proposed changes in the boundaries of districts, and report the same, with their recommendations thereon, at the next regular meeting of the Board. Before taking action on any boundary line they shall appoint a conference with Commissioners of wards affected by such changes. They may, from time to time, suggest such new rules or amendments as may be found necessary. They shall keep the Board advised of all laws of the State of New Jersey relating to schools and all proposed amendments or additions thereto, and recommend such action as may be appropriate. With the consent of the Board they shall employ such truant officers as the law provides, to ascertain the number of children of school age in each district who may not be attending school, with a view to the enforcement of the law in such cases provided; they shall also ascertain whether any children of school age are employed

in factories, contrary to law, and recommend such action as may be needful. All statistics shall be tabulated for the use of the Board.

22. All committees shall discharge their duties without special direction of the Board, where the power is expressly given; but in other cases no action of a committee shall be binding until reported to and approved by the Board; and no expenditure exceeding twenty-five dollars ($25) in one month shall be made by a committee for any school without such prior approval. No member of the Board shall be interested in or derive pecuniary benefit, directly or indirectly, from any contract, agreement or purchase made by or for any committee of the Board. Every report shall be signed by a majority of the committee, and shall contain a statement of facts, with their opinion in writing. No report shall be made by a committee unless the subject thereof shall have been considered at a meeting of which the members have been notified. When such report is made, a minority of the committee may also present their views in writing.

RULES OF ORDER.

23. The regular order of business at the meetings of the Board shall be as follows:

1. Calling the Roll.
2. Reading the Minutes.
3. Reception of Petitions and Memorials.
4. Presentation of Bills and Claims.
5. Reports of Standing Committees.
6. Reports of Special Committees.
7. Notices and Resolutions.

8. Unfinished Business.
9. Miscellaneous Business.

The order of business or any rule of the Board may be suspended temporarily at any meeting by a vote of two-thirds of the members present.

24. All motions and resolutions for the consideration of the Board shall be seconded, and if required by the President or any member of the Board, reduced to writing; and when any such motion or resolution shall have been stated by the chair or read by the Secretary, it shall be deemed to be in the possession of the Board.

25. It shall be in order for a member at any time, when the attention of the Board is not occupied with other business, to make inquiries in regard to any subject connected with the affairs of the Board, and to receive answers thereto; but he shall not be permitted to make the subject of inquiry a matter of debate, except on a motion made and seconded at an appropriate time in the order of business. Such inquiry shall in all cases be addressed to the Chair, and the reply made by him or by the member specially directed by him to reply. No member shall interrupt another in possession of the floor without his consent, nor then except to correct a misapprehension or misrepresentation.

26. No member shall speak more than twice on the same question at any meeting except by general consent; nor shall a member occupy the floor more than ten minutes at one time without like consent.

27. If any member in speaking shall transgress the rules of the Board, the President or any member may call him to order, in which case the member shall

resume his seat, and on the point of order being stated, the Chair shall decide the same without debate; but such decision may be appealed from, in which case the Board shall decide.

28. When a question is under debate no motion shall be received, except—

To adjourn,
To lie on the table,
The previous question,
To commit,
To postpone indefinitely,
To postpone to a time certain,
To amend,

which motion shall have precedence in the order named. A motion to adjourn, to lie on the table, or for the previous question, shall be decided without debate.

29. The previous question may be demanded by one-third of the members present, and shall be in this form: "Shall the main question be now put?" And its effect shall be to end debate and bring the Board to a direct vote, first upon amendments, if any, and then upon the main question.

30. The yeas and nays shall be ordered on any question on demand of three members. Every member present shall vote when his name is called, if required by the President or any other member, and the names of members refusing to vote upon any resolution shall be recorded as voting in the negative.

31. No reconsideration shall be had except upon the motion of a member who voted with the majority, nor later than the second regular meeting after the original vote was taken, nor by less than sixteen votes.

32. The Board may form itself into a Committee of the Whole, which shall be governed by the rules of the Board, so far as applicable, and a motion for the committee to rise may be made by any member at any time.

33. In other respects, the proceedings of the Board shall be conducted according to the usual rules of parliamentary law, for which rules "Cushing's Law and Practice of Legislative Assemblies" shall be accepted as authority.

AMENDMENTS.

34. These rules may be amended at a regular meeting on one month's notice in writing, given at a regular meeting, by a vote of two-thirds of all the members of the Board.

REGULATIONS.

REGULATIONS

FOR THE

GOVERNMENT OF THE SCHOOLS.

I.—SYSTEM AND GRADE.

I. ESTABLISHED.

The schools under the government of the Board shall be graded and classified as follows:

Primary,
Grammar,
High,
Normal,

which shall be open for the instruction of pupils of both sexes, to be classed separately or in mixed classes, as the Board may from time to time determine.

PRIMARY SCHOOLS.

The Primary Course shall comprise instruction in orthography, reading, language lessons, writing, arithmetic, geography, drawing and vocal music. No pupil shall be admitted under five years of age.

Certificates of graduation shall be presented at the close of each term to such pupils as shall merit the same.

GRAMMAR SCHOOL.

The Grammar Course shall comprise, in addition to

the instruction prescribed for the Primary Course, grammar, history, composition and declamation.

No pupil shall be admitted to a grammar school without a certificate of graduation from a primary school, or, if the applicant has not been in attendance at a primary school, upon personal examination by the principal of such grammar school; but should any primary school be insufficient to accommodate the children entitled to and applying for admission, while there is room for more pupils in the grammar department, the Commissioners of the ward may admit pupils of a lower grade into the grammar department; and should the reverse be the case, the vacancies may be filled by keeping the pupils longer in the primary school, the studies pursued determining the grade of the class.

Certificates of Graduation shall be presented at the close of the school year to such pupils as shall merit the same.

HIGH SCHOOL.

The High School shall comprise a male and female department, and shall be under the general government of a male principal, with male assistants for the male department, and a female vice-principal, with female assistants for the female department.

The High School Course shall comprise, in addition to the instruction prescribed for the grammar course, the elements of chemistry, physiology, astronomy, algebra, bookkeeping, geometry, geology, drawing and such other branches, including Latin, Greek, German and French languages, and the higher mathematics, as the Board shall prescribe. Attention shall also be paid to gymnastic exercises, for the development and health of the pupils. The introduction and continuance of

any study prescribed shall be discretionary with the Committee on High School, in conjunction with the President and the City Superintendent.

No pupil shall be admitted under the age of eleven years, nor without a certificate of graduation from a grammar school, or, if the applicant has not been in attendance at a grammar school, upon an examination equivalent to that to which the pupils of the grammar schools are subjected for graduation. The Colored School, in its relation to the High School, as to candidates for admission thereto, shall rank as a grammar school.

Special examinations may be held, and pupils qualified for admission at that stage of the course received, at the commencement of any term. Those from the grammar schools shall have the preference.

The Committee on High School, with the City Superintendent, may, at their discretion, re-admit pupils who may have lost their membership by absence.

Certificates of Graduation shall be presented at the close of the school year to such pupils as shall merit the same.

NORMAL AND TRAINING SCHOOL.

A Normal and Training School, for the training and education of teachers, shall be maintained in the Training School building, under a principal and such assistance as may be necessary. It shall consist of two grades, requiring two years to complete the course of study, and shall be conducted in all respects as a model school. Pupils shall spend at least eight weeks of the Normal School year in the Training School, and, under the direction of a regular teacher, conduct class exercises, and while thus engaged shall be subject to the

same direction of the principal of the Training School as his assistants.

No pupil shall be admitted without a certificate of graduation from the High School, or, if the applicant has not been in attendance at the High School, upon an examination equivalent to that which the pupils of the High School are subjected for graduation. Non-residents, upon payment of such tuition fee as shall be established by the Board, may be admitted, under the direction of the Committee on Normal School. All pupils upon entering the school will be required to sign a written declaration of intention to teach in the schools of this city, if desired.

The President of the Board shall, after the examination and on the recommendation of the Committee on Normal School and the City Superintendent, grant diplomas of graduation, which shall also be certificates of qualification to teach.

The Board shall designate one of the public schools to be used for a training or practice school for the pupils of the Normal School.

2. DISCRETIONARY.

In addition to the regular graded schools, the Board may, at its discretion, establish and maintain—

Intermediate Schools,
Evening Schools,
Industrial Schools,
Colored Schools.

INTERMEDIATE SCHOOL.

The intermediate schools shall consist of the primary grades, together with the third and fourth grades

grammar department, and a certificate shall be given to any graduate from such schools, which shall admit such graduates to the grammar school of the grammar school district in which he resides.

EVENING SCHOOLS.

Evening schools shall be provided during such portion of the year as the Board may direct, for the instruction of persons unable to attend school during the day, wherein may be taught the studies prescribed for the grammar schools, with the addition of book-keeping and mechanical drawing, at the discretion of the City Superintendent. The terms and conditions of admission shall be prescribed by the Board, but no pupil shall be admitted under twelve years of age.

INDUSTRIAL SCHOOLS.

Industrial schools shall be for the instruction of poor and destitute children in primary studies, and such industrial pursuits as may be deemed expedient; but no expenditure shall be made by the Board for such schools, except for educational purposes; nor shall the Board pay more than two hundred dollars per annum on account of rent for any such school.

COLORED SCHOOLS.

The colored schools shall be for the especial accommodation of colored children, who shall be admitted on application to the principals, and the said schools shall be conducted in conformity with the regulations of the Board, so far as the same are applicable.

II.—TERMS AND VACATIONS.

1. TERMS.

The school year shall commence on the second Monday in September, and terminate on the Friday next preceding the fourth day of July, and be divided into three terms, ending, respectively, on the Friday next preceding Christmas, the Friday next preceding the first day of April, and the Friday next preceding the fourth day of July.

2. VACATIONS.

The vacations shall be from Christmas to New Year's Day inclusive, one week which shall include the first day of April, and all legal holidays. When any holiday shall occur on Thursday, the schools shall also be closed on the following Friday. At no other time shall the school be closed, except by resolution of the Board, or by special consent of the President and the City Superintendent.

III.—SESSIONS.

1. PRIMARY, GRAMMAR AND NORMAL SCHOOLS.

The schools shall be open during the regular terms, five days in each week, from Monday to Friday inclusive; and there shall be two sessions daily—a morning session from 9 a. m. to 12 m., with a recess of fifteen minutes near the middle of the session, and an afternoon session from 1.30 p. m. to 3.30 p. m., with calisthenic exercises in the school room near the middle of the session. In the fourth grade of the primary

department, an afternoon recess of ten minutes, to be supervised by the assistants of that grade, may be given, at the discretion of the City Superintendent and the principal of the school.

The Committee on Teachers may, at its discretion, authorize in such schools of the city, wherever it may seem advisable, the holding of a morning session from 9 to 11.45 a. m., with the usual recess, and an afternoon session from 1.15 to 3.30 p. m.

2. HIGH SCHOOL AND COLORED SCHOOL.

In the High School and Colored School, at the discretion of their Committees and the City Superintendent, the noon intermission may be reduced to half an hour, and the school dismissed at 2.30 p. m.

3. INDUSTRIAL SCHOOLS.

In the Industrial Schools, at the discretion of the City Superintendent, the noon intermission may be reduced to one hour, and the school dismissed at 3 p. m.

4. SINGLE SESSIONS.

Upon extremely stormy days the pupils of the third and fourth grades, primary department, may be excused by the principal from returning to school in the afternoon. The principal shall promptly notify the City Superintendent of such action.

5. EVENING SCHOOLS.

The evening schools, during their continuance, shall be open five evenings in each week, from Monday to Friday inclusive. The sessions shall commence at 7.30 p. m. and close at 9.15 p. m.

IV.—OPENING AND CLOSING EXERCISES.

The morning sessions of the schools shall be opened, and the sessions of the evening schools shall be closed, with a reading of a portion of the holy scriptures, without comment, and repeating of the Lord's Prayer. Vocal music, at the discretion of the principal, may be added to these exercises, but together they shall occupy no more than fifteen minutes.

V.—PUPILS.

1. ADMISSION.

(*a*) *Sanitary Condition.*—Successful vaccination or a former attack of smallpox shall be a condition of admission to any school, and the certificate of a physician shall be necessary as to either before enrollment; but where insusceptibility to the vaccine virus shall be claimed or reasonably demonstrated to the satisfaction of the Sanitary Committee, such children may be admitted to school under such provisions and restrictions as the said committee may decide upon in each individual case.

Teachers and pupils residing in a house where infectious or contagious disease exists shall be immediately suspended from school, and readmitted only on a certificate of a physician that all danger of contagion is passed and the "permit" of a Commissioner of the ward, or a member of the Committee on Sanitary Regulations.

(*b*) *Personal.*—No pupil shall be admitted into any school or received in any class unless personally clean; nor shall any child notoriously vicious, or having such

previous record in school as warrants his exclusion, be admitted to any school.

2. ATTENDANCE AND PERMITS.

All children shall attend the schools of the district in which they reside, unless for special reasons a Commissioner of the ward in which such school is located shall give a written "permit" to attend elsewhere, which "permit" shall also receive a written approval of a Commissioner of the ward in which the school such child desires to enter is located. All "permits" shall be kept on file in the office of the principal, for the inspection of the City Superintendent and the Commissioners, until the close of the school year, and no "permit" shall extend beyond the school year.

Children in the first grade in any grammar school removing from a district may complete their course in the school in which they have been attending, without special permission, unless their places are required for the accommodation of children residing in such district.

3. RECEPTION AND CLASSIFICATION.

Every pupil, on entering school, shall be assigned to a class of the grade which examination shall show him or her prepared to enter.

No greater number of pupils shall be assigned to any class room than there are regular seats in such class room.

No grammar class shall have less than forty pupils except the first grade, where the minimum shall be thirty.

4. EXCLUSION FOR TARDINESS.

No pupil shall enter the school later than fifteen minutes after the hour of commencement, excepting in the evening schools, where they shall be admitted until 7.30 p. m.

5. ABSENTEES.

(*a*) *Notification of Parents.*—When any pupil shall have been absent from school two consecutive days, the principal or class teacher shall personally inform the parents or guardian of the fact, unless the principal has satisfactory information that the parent has knowledge of such absence. No pupil shall, under any circumstances whatever, be sent by any teacher to ascertain the cause of any other pupil's absence from school.

(*b*) *Suspension.*—Any pupil who shall have been absent ten days (or evenings in the evening schools), during the term, may be suspended from school during the remainder of the term, unless it shall be shown, to the satisfaction of the principal, that the pupil has been sick, or has been detained by sickness in his or her family.

6. INSTRUCTION.

(*a*) *School room.*—The course of study and the methods of teaching shall be as prescribed by the Board in the published Manual of Instruction, with such variations therefrom as the City Superintendent may, in his discretion, order in any school or class.

(*b*) *Preparation of lessons out of school.*—No pupil of a grade lower than the third grammar shall be required to prepare any lesson out of school.

No pupil of the third grammar or any higher grade

shall be required to prepare more than one lesson out of school; nor shall any pupil take any book or slate from a school building except for such preparation.

7. DISCIPLINE.

(*a*) *Detention.*—Pupils deficient in lessons, disorderly, or tardy, may be detained, not to exceed one hour, after the dismission of school in the afternoon, under the personal supervision of their respective teachers; but no pupil shall be deprived of recess or noon intermission.

(*b*) *Suspension.*—Principals shall have power to suspend for gross offenses, but every suspension shall be reported without delay to the Commissioners of the ward in which the school is located, and also (except in case of permits) to the Commissioners of the ward of which the pupil is a resident, who shall investigate the facts, and confirm or annul the suspension. Suspension from the High School, Colored School or evening schools shall be reported without delay to the standing committees on such schools respectively, who shall investigate the facts and confirm or annul the suspension.

8. RECORDS.

Records of attendance, scholarship and deportment shall be kept in all the schools in the class rooms, in a manner prescribed by the Board, which shall be uniform in all schools of the same grade.

9. CERTIFICATES.

Monthly certificates of merit shall be awarded to pupils in the primary and grammar schools whose at-

tendance, punctuality, scholarship and deportment shall entitle them to the same.

10. TESTIMONIALS.

Testimonials for distinguished merit shall be awarded annually, in all the schools, to pupils whose attendance, punctuality, scholarship and deportment shall entitle them to the same.

11. BASIS AND ALLOWANCES.

The percentages and other requisites to obtain certificates or testimonials shall be fixed by the Board, and communicated to teachers by the City Superintendent in "Instructions," to be furnished by him to principals. For any extremely stormy or inclement day, the President of the Board and City Superintendent may order marks for absence to be canceled in all the schools, which orders shall be published in two of the newspapers of the city, on the Saturday next succeeding the making of the same.

12. EXAMINATIONS.

(*a*) *Term.*—Examinations shall be held at least twice in each year, under the direction of the Committee on Text-Books, Course of Study and Examinations, with the City Superintendent.

(*b*) *Annual.*—An examination for promotion and graduation shall be held in all the schools during the month of June in each year, under the direction of the Committee on Course of Study and Examinations, with the City Superintendent; and all the grades, from the first primary to the first grammar, inclusive, shall

be examined in the same manner, and under uniform regulations. The monthly card record shall be combined with the annual examination standing in determining the fitness of the pupil for promotion or graduation. In conducting and ascertaining the results of any examination, the City Superintendent may require the aid of such teachers as may be needed.

13. BOOKS AND STATIONERY.

(*a*) *Supply.*—Books, stationery and other articles needed in the school room shall be furnished without cost to pupils, but articles destroyed or damaged must be replaced.

(*b*) *Damages.*—Any injury by a pupil to books or school articles, or to the furniture or building, shall be paid for by the parent or guardian, in accordance with a bill to be rendered by the principal. In case payment be refused, the pupil shall be suspended, as provided in subdivision "C," under the head of "Discipline."

VI.—TEACHERS.

1. RANK AND DESIGNATION.

The teachers shall rank, and in all records and schedules of the Board, be designated as—

Principals,
Vice-Principals,
Head Assistants,
First Assistants,
Assistants.

2. RELATIONS AND DUTIES.

Principals.

(*a*) *Reports.*—Principals shall be immediately responsible to the City Superintendent, to whom they shall make the reports prescribed in these regulations, or which may be required by him from time to time for his information, and shall meet with him for conference as often as he may deem necessary.

They shall see that the school registers are kept carefully and accurately, make requisitions for all school supplies, which requisitions shall be approved by the City Superintendent, and keep in their offices for inspection such records and files, and make such reports and returns to the Secretary of the Board as are prescribed in these regulations or may be required by the Board.

(*b*) *Authority.*—Principals shall have charge and control of their schools, school buildings and property; the reception and classification of pupils and their instruction and discipline; and shall, when not in charge of regular classes, teach an average of two hours each day.

They shall have the direction and control of vice-principals and assistants in the management of their departments and classes, and may require them to remain after school hours, not to exceed once in each week, for instruction and conference.

They shall personally direct the janitors in the performance of their duties, as the same may be prescribed, and report any neglect thereof to the committee.

(*c*) *Care of Property.*—They shall have personal care of all school property, books and apparatus, protect

the same so far as possible from mutilation and injury, render the bills and enforce the collections and penalties prescribed by the Board for the same, render account and make return annually of the sums collected pursuant thereto.

They shall remain in the city during the last week of the summer vacation and personally supervise the cleaning and preparation of the school houses and class rooms, and see that the same, and the furniture and apparatus, are in all respects arranged and in order before the opening of the new session.

(*d*) *Reception of Visitors.*—They shall receive all visitors and afford them proper accommodation and facilities for seeing school work, but with such limitations as shall prevent annoyance or interruption to teachers of classes.

They shall not permit any person to visit the school for the purpose of commending or exhibiting any book or other article, nor shall they distribute circulars, tickets or advertisements, or give notice to the pupils under their charge of any exhibition or business, or permit the same to be done on the school premises.

Vice-Principals.

Vice-principals shall have general charge of the floor or department with which they are connected, and shall transmit in detail to the assistance of their grade all directions of the principals.

In the absence of the principal, the vice-principal of the highest grade, or should there be no vice-principal, the senior assistant of the highest grade, shall assume his station and duties.

Every vice-principal shall also have charge of a regular class of the highest grade of her department,

and conduct and make the reports concerning the same prescribed in the regulations for assistants.

Assistants.

Assistants shall, under the direction of the principal, personally instruct the pupils assigned to them in accordance with the Manual of Instruction; keep records of attendance, scholarship and deportment; have charge of the school-room property, and protect them from injury or mutilation as far as possible, and report any injuries to the same; enforce order and discipline in their classes, so far as possible, without appeal to the principal, and render to him such assistance in the halls, courts and yards pertaining to the school buildings, at the opening, recess, intermission and dismission, as he may deem necessary.

3. APPEAL.

In case of dispute or question as to the propriety of duties which vice-principals or assistants may be called upon by principals to perform, appeal may be made to the City Superintendent, which appeal shall be in writing.

4. ATTENDANCE.

(*a*) *Hours.*—All teachers shall be in attendance at their stations or class rooms, and prepared for duty, fifteen minutes before the opening of the school session, and the school hours shall be devoted to the interests of the Board, to the exclusion of any other employment, study or pursuit.

(*b*) *Register.*—Principals shall keep an accurate register of the attendance, absence and tardiness of all the teachers of their schools, and the time lost thereby in

each instance, and report the same annually to the City Superintendent; the absence under the heads "with permission" and "without permission;" the tardiness under the heads "excused" and "not excused." Teachers shall mark their time according to the school clock, as regulated by the principal.

(*c*) *Tardiness.*—As often as the "unexcused" tardy marks of any teacher shall amount to five, principals shall make special report of the same to the City Superintendent.

(*d*) *Visiting for Instruction.*—Teachers may visit schools other than their own, during school hours, whenever the City Superintendent shall permit or direct such visitation for the instruction of the teacher, and shall make report of the same to the principal.

5. SALARIES.

(*a*) *Schedules.*—The salaries of all teachers shall be in accordance with the schedules that may be prescribed by the Board, which schedules shall provide for an annual increase through a term of years to a maximum. No schedule shall be changed except at the commencement of the school year.

(*b*) *Increase.*—The annual increase in teachers' salaries shall be determined by the date of original appointment. Promotions of assistant teachers shall be regarded as new appointments, provided that no promotion shall work a decrease or prevent the increase of salary by reason of term of service.

(*c*) *Payments and Deductions.*—Salaries shall be paid monthly, beginning with the month of September and ending with June, making ten payments each year. The salary of any teacher entering or leaving the employ of the Board between any two payments shall

be in proportion to the salary for that period which the number of days of actual service bears to the whole number of school days in such period, and all deductions from salaries on account of absence shall be upon the same basis.

(*d*) *Absence.*—Teachers absent on account of sickness (whenever such absence does not exceed five days in any one month), shall forfeit the pay of their substitutes. If the time of such absence exceeds five days in any one month, the salaries of such teachers shall de deducted for the time, and the Secretary shall pay the substitute as required.

(*e*) *Forfeiture.*—Teachers absent from school duty, except on account of sickness, shall forfeit their salary during absence; five tardy marks "unexcused" shall count as one-half day's absence, and a corresponding deduction be made at the next payment.

(*f*) *Relief.*—Appeal for relief from any such forfeiture or loss may be made to the Committee on Teachers, who may, at their discretion, relieve therefrom.

(*g*) *Engagements.*—All engagements of teachers shall be made with reference to the "school year." No teacher shall be connected with any organization or engage in any business which, in the opinion of the Board, may interfere with the proper discharge of the duties prescribed by these regulations.

(*h*) *Resignations.*—Teachers shall give one month's notice of intention to resign. In default of the same, they shall forfeit one month's salary.

6. SUBSTITUTES.

(*a*) *Appointment.*—Teachers detained from school shall immediately notify the principal, who shall, when such absence exceeds one day, notify the City Super-

intendent, who may appoint substitutes to discharge their duties during such absence.

(*b*) *Pay.*—The pay of substitutes shall be, in the High School: male, $4.00, and female, $2.50 per day; in the grammar classes, male, $3.00 per day; in the grammar and primary classes, females, $1.50 per day; and in the evening school, $1.00 per session for both males and females.

VII.—TEACHERS' INSTITUTE.

A Teachers' Institute shall be held at the High School building on the third Saturday of September, January and April, at which the principals and assistants of the primary school shall attend.

Also, a Teachers' Institute shall be held at the same place on the third Saturday of October, February and May, at which the principals of the Normal, High and grammar schools, and the vice-principals and assistants of the same schools shall attend.

Sessions shall commence at 9 a. m., and close at 12 m.

The Institute shall be under the personal direction of the City Superintendent, who shall keep a record of the attendance and report the same to the Board.

VIII.—BUILDINGS.

1. USE.

The school houses shall be used for no other purposes than such as are immediately connected with the system of public instruction, and during the school hours

mentioned in these regulations, unless by special permission of the Board.

2. INSURANCE.

The buildings, furniture, libraries and school apparatus shall be kept insured for such amounts as the President may deem reasonable or the Board may direct.

3. CARE.

All school buildings shall be opened and closed by and in the care of janitors. They shall perform such duties as the Committee on Heating shall direct, and their compensation therefor shall be as the Board may prescribe.

IX.—SCHOOL DISTRICTS.

The schools shall be designated by the names of the streets on which they are located. Their school districts shall be as follows:

GRAMMAR SCHOOL DISTRICTS.

BURNET STREET.

The Burnet street grammar school district shall be that district embraced within the following boundaries: Commencing at the river, along Rector st., to Broad st.; thence to West Park st.; thence to Halsey st.; thence to Warren st.; thence to High st.; thence to Sussex ave.; thence to Boyden st.; thence to Eighth ave.; thence to Broad st.; thence to Clay st.; thence to the river.

WASHINGTON STREET.

The Washington street grammar school district shall be that district embraced within the following boundaries: Commencing at Broad st., along Market st.; thence to High st.; thence to Spruce st.; thence to Clinton ave.; thence to Broad st.; thence to Market st.

LAWRENCE STREET.

The Lawrence street grammar school district shall be that district embraced within the following boundaries: Commencing at the river along Rector st. to Broad st.; thence to West Park st.; thence both sides of West Park st, to Halsey st.; thence both sides of Halsey st. to Warren st.; thence to High st.; thence to Market st.; thence to Broad st.; thence to Fair st.; thence to Oak st.; thence to Oak alley; thence to East Fair st.; thence to N. J. R. R. ave.; thence to the river.

LAFAYETTE STREET.

The Lafayette street grammar school district shall be that district embraced by the following boundaries: Commencing at the river, along N. J. R. R. ave. to Walnut st.; thence to Pacific st.; thence to Elm st.; thence to Van Buren st.; thence to Lafayette st.; thence to Jackson st.; thence both sides to the river.

NEWTON STREET.

For First and Second Grade Grammar Classes.

The Newton street grammar school district shall be that district embraced by the following boundaries:

Commencing at High st., along Springfield ave. to city line; thence along city line to South Orange ave.; thence to Littleton ave.; thence to Bank st.; thence to High st.; thence to Springfield ave.

For Third and Fourth Grade Grammar Classes.

Commencing at High st., along Springfield ave. to Littleton ave.; thence to Bank st.; thence to High st.; thence to Springfield ave.

SOUTH TENTH STREET.

For Third and Fourth Grade Grammar Classes.

The South Tenth street primary school district shall be that district embraced by the following boundaries: Commencing at Littleton ave., along Springfield ave. to city line; thence to South Orange ave.; thence to Littleton ave.; thence to Springfield ave.

SUMMER AVENUE.

The Summer avenue grammar school district shall be that district embraced by the following boundaries: Commencing at the river, along Fourth ave. to Bloomfield ave.; thence to the Canal; thence along the Canal to First ave.; thence to city line; thence along city line to the river.

WEBSTER STREET.

The Webster street grammar school district shall be that district embraced by the following boundaries: Commencing at the river, along Clay st. to Broad st.; thence to Eighth ave.; thence to Clifton ave.; thence

to M. & E. R. R. ave.; thence to the canal; thence along canal to Bloomfield ave.; thence to Fourth ave.; thence to the river.

CHESTNUT STREET.

The Chestnut street grammar school district shall be that district embraced by the following boundaries: Commencing at N. J. R. R. ave., along Wright st. to Broad st.; thence to Murray st.; thence to Clinton ave.; thence to High st.; thence to Spruce st.; thence to Clinton ave.; thence to Broad st.; thence to Fair st.; thence to Oak st.; thence to Oak alley; thence to East Fair st.; thence to N. J. R. R. ave.; thence to Wright st.

OLIVER STREET.

The Oliver street grammar school district shall be that district embraced by the following boundaries: Commencing at the city line, along N. J. R. R. ave.; to Walnut st.; thence to Pacific st.; thence to Elm st.; thence to Sandford st.; thence to South st.; thence to Avenue G; and thence to city line.

SOUTH EIGHTH STREET.

The South Eighth street grammar school district shall be that district embraced by the following boundaries: From city line along South Orange ave.; to Littleton ave.; thence to Bank st.; thence to Morris ave.; thence to New st.; thence to Second st.; thence to Warren st.; thence to Third st.; thence to M. & E. R. R. ave.; thence to the Morris Canal; thence along the canal to First ave.; thence to the city line; and thence along city line to South Orange avenue.

SOUTH MARKET STREET.

The South Market street grammar school district shall be that district embraced by the following boundaries: Commencing at the river along Jackson st.; not including said street, to N. & N. Y. R. R.; thence to Ferguson st.; thence to Ferry st.; thence to Niagara st.; thence to Margaretta st.; thence to Avenue L.; thence to Hamburg Place; thence to the bay; thence along the bay and river to Jackson st.

HAMBURG PLACE.

The Hamburg place grammar school district shall be that district embraced by the following boundaries: Commencing at Jackson st., along the N. & N. Y. R. R. to Ferguson st.; thence to Ferry st.; thence to Niagara st.; thence to Margaretta st.; thence to Avenue L; thence to Hamburg Place; thence to the bay; thence along the bay to the southern city line; thence along the city line to Avenue G; thence to South st.; thence to Sandford st.; thence to Elm st.; thence to Van Buren st.; thence to Lafayette st.; thence to Jackson st.; and thence not including said street to N. & N. Y. R. R.

MORTON STREET.

The Morton street grammar school district shall be that district embraced by the following boundaries: Commencing at High st., along Waverly place to Somerset st.; thence to Montgomery st.; thence to Charlton st.; thence to Springfield ave.; thence to High st.; thence to Waverly place.

EIGHTEENTH AVENUE.

The Eighteenth avenue grammar school district shall be that district embraced by the following boundaries: Commencing at the city line, along Chadwick ave. to Avon ave.; thence to Somerset st.; thence to Montgomery st.; thence to Charlton st.; thence to Springfield ave.; thence to the city line.

MILLER STREET.

The Miller street grammar school district shall be that district embraced by the following boundaries: Commencing at the city line, along N. J. R. R. ave.; to Wright st.; thence to Broad st.; thence to Murray st.; thence to Clinton ave.; thence to High st.; thence to Waverly place; thence to Somerset st.; thence to Avon ave.; thence to Chadwick ave.; thence to city line; thence along city line to N. J. R. R. ave.

CENTRAL AVENUE.

The Central avenue grammar school district shall be that district embraced by the following boundaries: Commencing at High st.; along Bank st. to Morris ave.; thence to New st.; thence to Second st.; thence to Warren st.; thence to Third st.; thence to M. & E. R. R. ave.; thence to Clifton ave.; thence to Eighth ave.; thence to Boyden st.; thence to Sussex ave.; thence to High st.; and thence to Bank st.

PRIMARY SCHOOL DISTRICTS.

BURNET STREET.

The Burnet street primary school district shall be

that district embraced within the following boundaries: Commencing at the river along Bridge st. to Broad st.; thence to M. & E. R. R. ave.; thence to Boyden st.; thence to Sussex ave.; thence to High st.; thence to New st.; thence to Broad st.; thence to Rector st.; thence to the river.

STATE STREET.

The State street primary school district shall be that district embraced within the following boundaries: Commencing at the river, both sides of Bridge st. to Broad st.; thence both sides to M. & E. R. R. ave.; thence both sides to Clifton ave.; thence both sides to Seventh ave.; thence both sides to Belleville ave.; thence both sides to Clay st.; thence both sides to the river.

NORMAL AND TRAINING.

Training Department.

The primary school district of the Training Department of the Normal and Training School shall be comprised within the following boundaries: From Washington st., along Market st. to Springfield ave.; thence to High st.; thence to William st.; thence to Springfield ave.; thence to Howard st.; thence to Bank st.; thence to High st.; thence to New st.; thence to Plane st.; thence to the Morris canal; thence to Washington st.; thence to Market st.

WASHINGTON STREET.

The Washington street primary school district shall be embraced within the following boundaries: Com-

mencing at Broad st., along Market st. to Springfield ave.; thence to High st.; thence to Spruce st.; thence to Clinton ave.; thence to Broad st.; thence to Market st.

LAWRENCE STREET.

The Lawrence street primary school district shall be that district embraced within the following boundaries: Commencing at Rector st., from the river to Broad st.; thence to New st.; thence to Plane st.; thence to the Morris Canal; thence to Washington st.; thence to Market st.; thence to Broad st.; thence to Fair st.; thence to Oak st.; thence to Oak alley; thence to East Fair st.; thence to N. J. R. R. ave., and thence to the river.

LAFAYETTE STREET.

The Lafayette street primary school district shall be that district embraced within the following boundaries: From the river, along N. J. R. R. ave., to Elm st.; thence to Van Buren st.; thence to Lafayette st.; thence to Jackson st.; and thence both sides of Jackson st. to the river.

NEWTON STREET.

The Newton street primary school district shall be that district comprised within the following boundaries: From Springfield ave., along Howard st. to South Orange ave.; thence to Hunterdon st.; thence to Springfield ave.; and thence to Howard st.

SOUTH TENTH STREET.

The South Tenth street primary school district shall be that district comprised within the following boundaries: From the city line along South Orange ave. to South Seventh st.; thence to Springfield ave.; and thence south to city line.

CAMDEN STREET.

The Camden street primary school district shall be that district embraced within the following boundaries: Commencing at Springfield ave., along South Seventh st., to South Orange ave.; thence to Littleton ave.; thence to Bank st.; thence to Hunterdon st.; thence to Springfield ave.; thence to South Seventh st.

THIRTEENTH AVENUE.

The Thirteenth avenue primary school district shall be that district embraced within the following boundaries: From South Orange ave. along Howard st. to Bank st.; thence to Hunterdon st.; thence to South Orange ave.; and thence to Howard st.

WARREN STREET.

The Warren street primary school district shall be that district embraced within the following boundaries: From High st.; along Bank st.; to Fairmount ave.; thence to Warren st.; thence to Second st.; thence to New st.; thence to High st.; and thence to Bank st.

SUMMER AVENUE.

The Summer avenue primary school district shall

be that district embraced within the following boundaries: Commencing at the river along Fourth ave.; to Summer avenue; thence, not including Summer ave., to Kearny st.; thence, not including said street to Garside st.; thence to Third ave.; thence to Bloomfield ave.; thence to the Morris Canal; thence along the canal to Abington ave.; and thence to the river.

WEBSTER STREET.

The Webster street primary school district shall be that district embraced within the following boundaries: Commencing at the river along Clay st. to Broad st., not including said streets; thence to Belleville ave., not including said avenue; thence to Seventh ave., not including said avenue; thence to Clifton ave.; thence, including both sides of said avenue, to Sixth ave.; thence to Stone st.; thence to Crane st.; thence, including both sides of said street, to Summer ave.; thence, including both sides of said avenue, to Fifth ave.; thence, not including said avenue, to Bloomfield ave.; thence, not including said avenue, to Summer ave.; thence, not including said avenue, to Fourth ave,; and thence to the river.

FRANKLIN.

The Franklin primary school district shall be that district embraced within the following boundaries: From junction of Bloomfield ave. and Aqueduct st., along Third ave. to Garside st.; thence to Kearny st.; thence, including both sides of said street, to Summer ave.; thence, including both sides of said avenue, to Bloomfield ave.; thence, along both sides of Bloomfield ave., to Fifth ave.; thence, including both sides of said

avenue, to Summer ave.; thence, not including said avenue, to Crane st.; thence, not including said street, to Stone st.; thence to Sixth ave.; thence to Clifton ave.; thence, not including said avenue, to M. & E. R. R. ave.; thence to Aqueduct st.; and thence to Bloomfield ave.

ELLIOT STREET.

The Elliot street primary school district shall be that district embraced within the following boundaries: From the river, along Abington ave. to the Morris Canal; thence to the old Bloomfield road; thence to city line; and thence along city line to the river.

CHESTNUT STREET.

The Chestnut street primary school district shall be that district embraced within the following boundaries: Commencing at N. J. R. R. ave., along Wright st. to Broad st.; thence to Murray st.; thence to Clinton ave.; thence to High st.; thence to Spruce st.; thence to Clinton ave.; thence to Broad st.; thence to Fair st.; thence to Oak st.; thence to Oak Alley; thence to East Fair st.; thence to N. J. R. R. ave.; and thence to Wright st.

OLIVER STREET.

The Oliver street primary school district shall be that district comprised within the following boundaries: From N. J. R. R. ave., along Walnut st. to McWhorter st.; thence to Garden st.; thence to Pacific st.; thence to Nichols st.; thence to Jefferson st.; thence to Malvern st.; thence to Pacific st.; thence to

Johnson st.; thence to N. J. R. R. ave.; and thence to Walnut st.

SOUTH STREET.

The South street primary school district shall be that district comprised within the following boundaries: From city line, along N. J. R. R. ave. to Johnson street; thence to Pacific st.; thence to Malvern st.; thence to Sandford st.; thence to Avenue G; and thence to the city line.

WALNUT STREET.

The Walnut street primary school district shall be that district embraced within the following boundaries: From N. J. R. R. ave. along Elm st. to Sandford st.; thence to Malvern st.; thence to Jefferson st.; thence to Nichols st.; thence to Pacific st.; thence to Garden st.; thence to McWhorter st.; thence to Walnut st.; thence to N. J. R. R. ave.; and thence to Elm st.

ANN STREET.

The Ann street primary school district shall be that district embraced within the following boundaries: Commencing at city line along Avenue G to Sandford st.; thence to Elm st.; thence to Lang st.; thence to Hamburg Place; and thence to Newark Bay.

SOUTH EIGHTH STREET.

The South Eighth street primary school district shall be that district embraced within the following boundaries: From the city line along Ninth ave. to

Warren st.; thence to Dickerson st.; thence to Third st.; thence to Warren st.; thence to Fairmount ave.; thence to Bank st.; thence to Littleton ave.; thence to South Orange ave.; and thence to the city line.

ROSEVILLE AVENUE.

The Roseville avenue primary school district shall be that district embraced within the following boundaries: From city line along M. & E. and Bloomfield R. R. ave. to Third st.; thence to Dickerson st.; thence to Warren st.; thence to Ninth ave.; and thence to city line.

NORTH SEVENTH STREET.

The North Seventh street primary school district shall be that district embraced within the following boundaries: From city line, along M. & E. and Bloomfield R. R. to Aqueduct st.; thence to Bloomfield ave.; thence to Morris Canal; thence along the canal to the Old Bloomfield road; and thence to the city line.

SOUTH MARKET STREET.

The South Market street primary school district shall be that district embraced within the following boundaries: From the river, along Jackson st., not including said street, to N. & N. Y. R. R.; thence to Ferguson st.; thence to Ferry st.; thence to Niagara st.; thence to Margaretta st.; thence to Avenue L; thence to Hamburg Place; thence to Newark Bay; thence along the bay to N. & N. Y. R. R.; thence to Komorn st.; thence to Main st.; thence to Ferry st.; thence to Fillmore st.; thence to Market st.; thence to Read st.; and thence to the river.

HAMBURG PLACE.

The Hamburg place primary school district shall be that district embraced within the following boundaries: From Jackson st., along N. &. N. Y. R. R., to Ferguson st.; thence to Ferry st.; thence to Niagara st.; thence to Margaretta st.; thence to avenue L; thence to Hamburg place; thence to Lang st.; thence to Elm st.; thence to Van Buren st.; thence to Lafayette st.; thence to Jackson st.; and thence, not including said street, to N. & N. Y. R. R.

HAWKINS STREET.

The Hawkins street primary school shall be that district comprised within the following boundaries: From the river, along Read st., to Market st.; thence to Fillmore st.; thence to Ferry st.; thence to Main st.; thence to Komorn st.; thence to N. & N. Y. R. R.; and thence to the bay.

MORTON STREET.

The Morton street primary school district shall be that district embraced within the following boundaries: From Charlton st., along Springfield ave., to William st.; thence to High st.; thence to West Kinney st., not including said street; thence to Charlton st.; and thence to Springfield ave.

EIGHTEENTH AVENUE.

The Eighteenth avenue primary school district shall be that district comprised within the following boundaries: Commencing at Sayre st., along Springfield ave.,

to Charlton st.; thence to West Kinney st.; thence to Prince st.; thence to Stratford place; thence to Avon ave.; thence to Peshine ave.; thence to Lillie st.; thence to West Kinney st.; thence to Sayre st.; and thence to Springfield ave.

MONMOUTH STREET.

The Monmouth street primary school district shall be that district comprised within the following boundaries: From Prince st., along both sides of West Kinney st., to High st.; thence to Waverly place; thence to Somerset st.; thence to Avon ave.; thence to Stratford place; thence to Prince st.; and thence to West Kinney st.

WAVERLY AVENUE.

The Waverly avenue primary school district shall be the district comprised within the following boundaries: Commencing at city line, along Springfield ave., to Sayre st.; thence to West Kinney st.; thence to Lillie st.; thence to Peshine ave.; thence to Avon ave.; thence to Chadwick ave.; and thence to city line.

MILLER STREET.

The Miller street primary school district shall be that district comprised within the following boundaries: From the city line, along N. J. R. R. ave., to Wright st.; thence to Broad st.; thence to Murray st.; thence to Clinton ave.; thence to High st.; thence to Waverly place; thence to Somerset st.; thence to Avon ave.; thence to Chadwick ave.; and thence to city line.

CENTRAL AVENUE.

The Central avenue primary school district shall be that district embraced within the following boundaries: From High st., along New st., to Second st.; thence to Warren st.; thence to Third st.; thence to M. & E. R. R. ave.; thence to Boyden st.; thence to Sussex ave.; thence to High st.; and thence to New st.

X. MISCELLANEOUS.

1. CONSTRUCTION.

In the construction of these regulations, the word "teacher" in whatsoever relation the same may occur, shall be held and deemed to apply alike to principals, vice-principals, head assistants and assistants.

2. PUBLICATION.

Schedules of Salaries, the Manual of Instruction, the Registers, the Records and "Instructions" for keeping the same, mentioned in these regulations, and all orders or directions of a uniform and general character for the guidance of employees or agents of the Board shall be prescribed, adopted and tabulated by the Board, filed in their office for inspection, and except the registers and records, published with and as part of the Annual Report.

3. AMENDMENTS.

These regulations may be amended at a regular meeting on one month's notice in writing given at a

regular meeting, by a vote of sixteen members. All supplements and amendments shall be adjusted to, and from time to time incorporated and published with these regulations, under appropriate titles and subdivisions.

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